

# Withdrawal/Redaction Sheet

## Clinton Library

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| 001. list                | Town Meeting Participant Information Sheet [Personally Identifiable Information] [partial] (5 pages) | 05/20/1997 | b(6)        |

### **COLLECTION:**

Clinton Presidential Records  
Domestic Policy Council  
William Kincaid  
OA/Box Number: 11094

### **FOLDER TITLE:**

West Virginia Background

2017-0692-S

in104

### **RESTRICTION CODES**

#### **Presidential Records Act - [44 U.S.C. 2204(a)]**

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

#### **Freedom of Information Act - [5 U.S.C. 552(b)]**

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

U.S. DEPARTMENT OF EDUCATION  
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

NATIONAL CENTER FOR EDUCATION STATISTICS

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_

TO: \_\_\_\_\_

FAX #: \_\_\_\_\_

FROM: \_\_\_\_\_

MESSAGE:

Bill — Arnie Saldstein (219-1741) pulled  
The 1 page together for you —  
Also attached — are 2 pers releases —  
Let me know or Arnie if you have questions.  
Met

NUMBER OF PAGES, INCLUDING COVER SHEET: 8If you did not receive the complete transmission,  
please call \_\_\_\_\_RETURN FAX NUMBER: (202) 219-1736

## **Performance of West Virginia Students in the National Assessment of Educational Progress (NAEP)**

### ***Mathematics***

West Virginia's 4th and 8th grade students have improved their performance in mathematics during the 1990's.

In 1996, West Virginia's 4th grade public school students averaged a score of 223 on a scale of 0 to 500, not statistically different from the national average of 222.

In 1992, West Virginia's public school 4th graders had performed below the national average, 214 vs. 217. West Virginia's 4th graders improved over their 1992 average by 8 points.

At the 8th grade, West Virginia's public school students averaged 265, below the national average of 271. Their average score in 1996 improved by 6 points over 1992, and by 9 points over 1990.

Viewed from the perspective of the achievement levels being developed by the National Assessment Governing Board (NAGB), the percentage of West Virginia's public school 4th graders at or above the Proficient level was 19 percent in 1996, not significantly different from 20 percent for the nation as a whole. West Virginia's percentage at or above Proficient increased from 12 percent in 1992.

At the 8th grade, 14 percent of the students were at or above Proficient in 1996, compared with 23 percent for the nation as a whole. The percentage at or above Proficient in West Virginia did increase from 1990 to 1992, and again from 1992 to 1996.

### ***Reading***

West Virginia's 4th graders performed about the same in reading in 1994 as in 1992.

In 1994, the year of the latest NAEP assessment in reading, done only at the 4th grade, West Virginia's public school students scored an average 213, not significantly different from the national average of 212. There was no significant change in reading performance from 1992 to 1994.

Reported by achievement level, about 26 percent of West Virginia's public school 4th graders were at or above Proficient, not significantly different from 28 percent for the nation as a whole. West Virginia's percentage of students at or above Proficient did not change significantly from 1992 to 1996.

### ***Science***

Science was assessed in 1996 at the 8th grade at the state level. The average score for West Virginia public school 8th graders was 147, about the same as the national average of 148. No achievement level results have been reported at this time.

**UNITED STATES  
DEPARTMENT OF EDUCATION****NEWS**

FOR EMBARGOED RELEASE: 2 p.m. EST  
February 27, 1997

CONTACT: David Thomas  
(202) 401-1579

**RILEY ENCOURAGED BY STUDENT PROGRESS IN MATH ACHIEVEMENT;  
URGES STRONGER EFFORTS TO REACH INTERNATIONAL STANDARDS**

According to a new report released today by the Education Department's National Center for Education Statistics, American students have made significant progress in math achievement.

"This is good news. In all three grades tested, math scores improved between 1992-1996, building on gains made since 1990," said U.S. Secretary of Education Richard W. Riley. "But, we're in an era of global competition, where the world is made smaller and smarter every day, by the primary resource of any nation -- its people. So it's imperative that our students measure up to the international benchmarks of excellence in core subjects, especially math. We must expect more if our students are to match their international peers."

Overall, the math results for the nation's 4th-, 8th- and 12th-grade students showed continued improvement from 1990 to 1996. During the same period, average scores rose for white, black and Hispanic students in grades 4 and 12, and for white students in grade 8. The assessment analyzed math score changes over time for the nation as well as for individual states.

The assessment further showed that the percentage of students at or above the "basic" level increased for all three grades, from 1990 to 1992, and from 1992 to 1996.

The results, from the *1996 National Assessment of Educational Progress (NAEP) Mathematics Report Card*, highlight what students know and can do in math in the 4th, 8th, and 12th grades nationally. State-level results for 4th and 8th-graders are presented. In addition, performance trends since 1990 are reported for the nation and for states that participated in the 1990 and/or 1992 and 1996 assessments.

**-MORE-**



"This report shows we've made solid progress," Riley said, "but we cannot be satisfied. Our children are smarter than we think, and we've already shown that they can achieve to international standards of excellence. The First In the World Consortium proved that."

The consortium is comprised of Chicago-area school districts whose eighth-grade students took an international test in math and science and came in second in math only to Singapore among 41 nations.

"About half of these consortium students take algebra and geometry by the end of the 8th grade, compared to 20 percent of 8th graders nationally who take algebra," Riley said. "We need to notch our standards higher. If students in other countries are ready for algebra by the 8th grade, why not our students?"

The NAEP math assessment uses a sample of students to serve as a barometer of how the nation and participating states are performing over time. President Clinton has proposed that a similar, national type of test be made available in 1999 that individual eighth-graders could take so that parents and teachers would know how their students are mastering math, no matter where they lived. That eighth-grade test would also contain an international comparison.

The 1996 NAEP math assessment, like previous tests in 1990 and 1992, uses a framework influenced by *Curriculum and Evaluation Standards for School Mathematics*, a study published by the National Council of Teachers of Mathematics in 1989. The NAEP 1996 framework was updated to reflect more adequately recent curricular emphases and objectives. It deliberately focused on reasoning and communication by requiring students to connect their learning across math strands.

Students' math proficiency is scored on a scale ranging from 0-500. In addition, results for each grade are reported according to three achievement levels: basic, proficient, and advanced. The achievement levels are set by the National Assessment Governing Board.

-MORE-

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Results from the NAEP Math Report Card showed:

- o The national average score for fourth-graders in 1996 was 224, 11 points over the national average for 1990; for eighth-graders in 1996, the national average was 272, a nine point increase over 1990; and the average score for 12th-graders was 304, an increase of ten points;
- o For fourth-graders, the percentage performing at or above the "basic" level was 64 percent in 1996, as compared to only 50 percent in 1990; for eighth-graders, 62 percent as compared to 52 percent; and for 12th-graders, 69 percent compared to 58 percent;
- o For fourth-grade students, scores were higher in the northeast and central regions than the southeast and west; for eighth-grade students, scores in the central region were higher than in the west; and for 12th-grade students, scores in the southeast were lower than in the other three regions;
- o Colorado, Connecticut, Indiana, North Carolina, Tennessee, Texas, and West Virginia reported significant increases in percentages of fourth-graders who scored at or above the basic and proficient levels from 1992-1996; and
- o Maryland, Michigan, Minnesota, Nebraska, North Carolina, Wisconsin, Arizona, Arkansas, California, Colorado, Delaware, Florida, Hawaii, Indiana, Iowa, Kentucky, New Mexico, New York, Oregon, West Virginia, Rhode Island, Texas, and Wyoming reported significant increases in percentages of eighth-graders who scored at or above the basic and proficient levels from 1990-1996.

Known as the Nation's Report Card, NAEP has monitored trends in academic achievement since the 1970s and is the only continuing, nationally representative assessment of academic performance. The math exam marks the third time the subject has been assessed with the updated math framework in the 1990s.

Single copies of the report are available while supplies last through the National Library of Education by calling 1-800-424-1616. The report also will be available on the Internet at <http://www.ed.gov/NCES/naep>.

###

**UNITED STATES  
DEPARTMENT OF EDUCATION****NEWS**

FOR RELEASE  
March 7, 1996

Contact: David Thomas  
(202) 401-1579

**RILEY TOUTS NATIONAL READING, WRITING PARTNERSHIP  
AS READING REPORT CARD IS ISSUED**

U.S. Secretary of Education Richard W. Riley today renewed his call for much greater attention to the essential skill of reading following the release of a final report confirming that American students' reading skills are not improving quickly enough.

In his recent State of American Education address, Riley called teaching our children good reading habits "our most urgent task" and announced the formation of a new national reading and writing partnership with such diverse members as the American Library Association, AMC Theaters, the Library of Congress Center for the Book, the Girl Scouts of America and Pizza Hut. The partnership soon will announce an expansion of Read\*Write\*Now, a summer reading program begun last year.

"Our first challenge is to get America reading again," Riley said. "This new partnership is going to put the spotlight on literacy. We are going to take our case to the American people and tell them that reading is where it all begins.

"A young person who cannot read is placed at an extraordinary disadvantage. And in far too many cases, these are the very young people who start down the road to truancy, giving up and eventually dropping out."

The 1994 National Assessment of Educational Progress (NAEP) Reading Report Card for the Nation and the States, released today by the Education Department's National Center for Education Statistics, confirms a preliminary report issued last April. The findings indicate that students at all grade levels perform better if they have additional reading material at home.

**-MORE-**



-2-

"If all parents in America made it their patriotic duty to find an extra thirty minutes to help their children learn more -- each and every day -- it would revolutionize American education," Riley said.

The NAEP assessment, which measures students against high standards, reports national reading and comprehension achievement of 4th, 8th and 12th graders between 1992 and 1994 in 41 states and jurisdictions.

The findings show that reading achievements at all grade levels are associated with home support for literacy. For instance, students who more frequently read for fun on their own time had higher average reading proficiency. And students at all grade levels who had several types of literacy materials at home had higher average reading scores; when home reading material declined, so did reading ability. Students who watched the most television per day also had lower average reading proficiency.

Riley said the most disappointing finding of the assessment is that 12th graders' reading proficiency declined significantly in public and private schools in all three assessed purposes for reading: for literary experience; to gain information; and to perform a task. A fourth of all high school seniors scored below the most basic level.

Among other findings in the final reading report:

- across all grades, students who read five or fewer pages daily for school and homework had the lowest scores;
- students whose parents had more education scored higher;
- students across all grades who had more frequent home discussions about their studies had higher reading proficiency;
- 8th and 12th graders whose teachers asked them daily or weekly to explain or support their understanding of what they read had higher scores than students who were asked to do less;

-MORE-



-3-

- the decline in reading scores for 12th graders was apparent only at the bottom end of the scale; students at the 75th and 90th percentiles, for example did not show a statistically significant decline.

Acting NCES Commissioner Jeanne (B) Griffith cautioned that additional assessments will be necessary to substantiate a trend of declining performance by 12th graders or the reasons for their lower scores. Two years of NAEP assessments do not provide enough evidence, she said.

"The data from this report need to be watched carefully to determine if further evidence from other sources corroborates them -- for example the 1996 NAEP long-term trend and the 1998 main reading assessment," Griffith said.

The framework on which the NAEP test was based was developed by the National Assessment Governing Board (NAGB) through a national consensus process. It measures students' performance in situations that involve reading different kinds of materials for different purposes.

The framework was designed to measure: reading for literary experience (e.g.: what is the plot? describe the main character); reading to gain information (e.g.; what does this article tell you? what could be added to improve the author's argument?); and, at the 8th and 12th grades only, reading to perform a task (e.g.; what is this supposed to help you do? what should you do next?).

The test expands -- from 60 percent in 1992 to 70 percent in 1994 -- the proportion of questions in which students must construct a response instead of selecting an answer from the traditional multiple choice format.

NAEP has monitored trends in academic achievement since the 1970s and is the only continuing, nationally representative assessment of academic performance.

###



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF INTERGOVERNMENTAL AND INTERAGENCY AFFAIRS

FAX TRANSMITTAL

DATE: 5/1/97

TO: Mike Cohen

PHONE: \_\_\_\_\_

ORGANIZATION: \_\_\_\_\_

FAX: \_\_\_\_\_

FROM: JENNIFER DAVIS, DEPUTY ASSISTANT SECRETARY

PHONE: (202) 401-3049

FAX: (202) 401-8607

MESSAGE: See e-mail with Q: A

also see attached. This is the  
document from the WV mtg

If you have trouble receiving this transmission, please call Sherri Lattisaw at 202-401-3003.  
Thank you.

\_\_\_\_ pages to follow

MAY. -21' 97(WED) 12:06

## **TOWN MEETING LIMITED LEARNING FOR LIFE LONG LABOR**

**SPEAKER: PEG LUKSIK  
FEBRUARY 7, 1997  
PARKERSBURG WV**

Approximately 200 people attended the Parkersburg Town Meeting. Four legislators in attendance were Fred Gillespie, Tom Azinger, Larry Border and Donna Boley. There were some board members present from the counties of: Wood, Roane, Jackson, Ritchie and Wirt. The major points of Peg Luksik's presentation were:

1. Indicated that Goals 2000, School-to-Work and Senate Bill 300 emphasizes outcome-based education and is all part of a national initiative. Even though Congress amended Goals 2000, states signed contracts requiring outcome-based education.
2. There is no data to show that the present traditional system is not working. Indicated that the Sandia National Laboratories study says U.S. schools NOT broken - report was never published.
3. The present educational reform de-emphasizes basic skills and emphasizes workforce training skills such as problem-solving, working with others, self-management and specific job skills.
4. The new educational reform does not help the academically talented students.
5. There is no research to show that the new educational reform system will work.
6. Schools are denying outstanding students diplomas because they do not meet school requirements for compulsory volunteerism such as community service.
7. Students that do not meet the standards are required to be retaught, therefore taking time away from those that achieve at higher levels.
8. Career clusters and majors restrict the students' options and lock them into narrow jobs.
9. The electronic portfolio is replacing the high school diploma and will provide easy access by Department of Labor to information regarding students and their families.
10. Indicates that the ACT explore test given to students in the eighth grade dictates what career clusters students are tracked.

12. The educational reform requires additional work by the teachers, particularly paperwork, reteaching, etc.
13. Though the Fiscal Note on SB 300 indicated there would be no additional cost, in fact, there are many unfunded mandates in Senate Bill 300.
14. There are many issues associated with work-based learning such as:
  - a) cost of travel to the workplace
  - b) liability, who pays?
  - c) workmen's comp fees could increase
  - d) student could be injured and it could affect their whole life and businesses would have to assume cost for years
  - e) students on work-based learning experiences could displace full time employees
  - f) there would be a cost for mentors
  - g) business will have to spend monies to renovate workplaces to make them safe
15. The educational five-year transition plan is equivalent to IEPs in special education which will involve a lot of time, particularly for teachers.
16. Since Senate Bill 300 is silent regarding non-public schools, it can be assumed that non-public schools will have to meet all the same policies required of the public schools.
17. Senate Bill 300 requiring quartile rankings for testing. Assessment will drive everything which is focused around Stanford. Teach to Test.
18. Why are there funds needed to marketing School-to-Work, Goals 2000 and Senate Bill 300?
19. Encouraged activists to stay the course. They may have lost Round 1 but stay through Round 15.
20. West Virginia classroom teachers lead opposition to Senate Bill 300 and policies.
21. Students will be graded on values like honesty. Who determines grades? Students failing these values will not be able to graduate.
22. Requires students in grades K-5 to work at work sites.

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P. 015

**There was a petition circulated calling for a referendum bill which would permit voters to repeal harmful acts of both legislators and unelected bureaucrats.**

**Samuel Cravotta spoke briefly at the end of the meeting and indicated legislation would be introduced to repeal Senate Bill 300. Also, legislation would be introduced to establish a 17-member State Board of Education to be elected by the people.**

~1011.9

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# Setting the Record Straight

## About School-to-Work... the Career Connection

**FICTION:** Local School-to-Work initiatives must implement federal skills standards, and all students will be nationally certified.

**FACT:** The North Dakota School-to-Work system is not based on federal skills standards. Instead, we are establishing a communications framework between our students and the businesses and industries they will be entering to ensure the students are familiar with the job and educational requirements for their chosen professions. This is accomplished through input from local businesses and industries that have worked to communicate these essential job-related duties and tasks to the students. Local School-to-Work partnerships are free to adjust the work of statewide guide information to reflect community needs. The goals for our system are: 1) Provide ALL students with options that will help them learn and gain the skills needed to compete in our changing world; 2) Establish local partnerships of employers, educators, and others to build a high quality School-to-Work system that prepares North Dakota's young people for careers in high skill, high wage jobs.

**FICTION:** All students will be required to work toward a Certificate of Mastery.

**FACT:** The idea of Certificate of Mastery is strictly a local decision to add the skills attainment recognition system in addition to graduation requirements. It's only an option for local schools and students. The voluntary Certificate of Mastery would be primarily for vocational students. It verifies a student's educational skills, program completion, competency attainment, academic preparation, attendance, and resume preparation. The concept of the Certificate of Mastery comes from requests from North Dakota business and industry for a concise way to confirm skills earned by vocational students. The student will retain control of the Certificate at all times. Each school district may choose whether or not to offer Certificate of Mastery.

**FICTION:** School-to-Work is nothing more than the implementation of SCANS competencies.

**FACT:** The SCANS report was never used in North Dakota's School-to-Work grant applications. SCANS is briefly defined, but not advocated or endorsed, in North Dakota School-to-Work documents. In 1991, the Secretary of Labor's Commission on Achieving Necessary Skills (SCANS) was appointed and commissioned by President George Bush. Bill Brock, President Reagan's Secretary of Labor, headed the commission and appointed "blue ribbon" members to

study the skills needed to be successful in the workplace. The SCANS report essentially says that high school graduates need "the basics" (reading, writing, arithmetic, listening and speaking skills); thinking skills (decision making, problem solving, learning to learn); and personal qualities (responsibility, self-esteem, social skills, self-management, and integrity). There are no mandates for locally based and driven School-to-Work systems to implement the SCANS competencies. North Dakota School-to-Work system does NOT dictate that values such as self-esteem, integrity, and honesty be taught or evaluated in the school setting.

**FICTION:** School-to-Work is for "non-college-bound" students.

**FACT:** Many years ago, vocational classes primarily served those students who did not plan to go to college. However, today's high-skilled job market demands that all high school graduates have both advanced academic knowledge and workplace skills and training. The School-to-Work initiative focuses on improving the way students are prepared for college, careers, and citizenship. The goal is to improve learning through more interesting and relevant experiences that mesh school-based and work-based learning and foster real-world applications of principles and concepts. School-to-Work experiences are designed to develop

MAY -21' 97(WED) 12:08

P. 019

96(FRI) 11:00 OVA

TEL:202 205 8748

P. 012

op young people's competence, confidence, and connections that can ensure successful careers and citizenship. These School-to-Work experiences help all students in the pursuit of lifelong learning—not only those students who receive vocational training but also students whose career choices lead them to advanced degrees from two-year and four-year colleges or directly into the workforce.

**FICTION:** The School-to-Work system will track kids, based on industry demand, into inferior programs of study with low academic standards and dead-end, low-skill jobs.

**FACT:** First of all, School-to-Work does not "track" students into set career paths based on local industry demand. There is no truth to the "myth" that children's career paths are chosen for them in early grades or that they must declare an occupation no later than sixth grade. Students are not asked to make a final high-stakes occupational decision. Instead, North Dakota's system clearly provides all students and their parents with information and opportunity to explore a wide range of career options—helping them make better informed career choices. An important part of this system is an emphasis on developing plans of study, a tool that helps students and their parents organize their high school course work based on the students' interests and their future career goals. Plans of study should be reviewed annually and may be changed by the students and their parents at any time. Flexibility in changing career interests is a hallmark of North Dakota's statewide system.

**FICTION:** Confidential student data will be collected and made available to anyone expressing an interest in it.

**FACT:** Although aggregate data will be collected to determine the overall impact and effectiveness of local School-to-Work efforts, personal information about students participating in North Dakota's School-to-Work activities will not be shared outside participating School-to-Work partnerships. That would violate the federal privacy law.

**FICTION:** School-to-Work is just another federally controlled job training program.

**FACT:** The School-to-Work education initiative provides limited federal venture capital for local community partnerships to begin designing and implementing School-to-Work activities that will help young people make the transition from school to careers and lifelong learning. North Dakota's locally designed, coordinated, and controlled School-to-Work systems don't establish new programs to add to existing education and training programs but support a system-building initiative that is based on existing efforts. As a result, School-to-Work will not require long-term additional dollars but will redirect existing state and local dollars.

**FICTION:** Young people will not want to participate in the School-to-Work system.

**FACT:** Young people want relevant learning opportunities and are particularly interested in having a chance to learn both in school and on the job, a recent National survey found. Nine in ten managers said they were interested in learning both in school and on the job. Two-thirds of high school students want to gain work experience while in school. Three in four teenage workers say their jobs are not preparing them for the careers they want, yet 85 percent of working students recognize the value of on-the-job training.

**FICTION:** Employers will not become involved in School-to-Work partnerships because they are too expensive and do not have immediate payoffs.

**FACT:** All types and sizes of businesses—small business to large corporations—are involved in School-to-Work. They know it is an investment in young people—people who will become economically self-sufficient citizens and highly trained, versatile workers certified and knowledgeable in all aspects of an industry. Business today spends about \$30 billion annually to educate its workforce. The School-to-Work system will provide a competent, trained, and highly educated workforce capable of performing at the high levels needed in the modern workplace.

School to-Work

701 328-3074

OR

Call your Local School District

MAY -21' 97 (WED) 12:11

**SCHOOL-TO-WORK OPPORTUNITIES****WEST VIRGINIA****School-to-Work Investments in West Virginia**

|                                     |              |
|-------------------------------------|--------------|
| 1994 State Development Grant        | \$ 420,000   |
| 1995 State Implementation Grant     | \$ 2,300,000 |
| 1996 State Implementation Grant     | \$ 4,600,000 |
| 1995 Urban/Rural Opportunity Grants | \$ 429,870   |
| Total Federal Investment To Date    | \$7,749,870  |

Building upon work begun by West Virginia's joint legislative/executive Investing-In-People Task Force, West Virginia included its School-to-Work (STW) initiative within a larger vision for workforce development under the statutorily enacted Governor's Work Force Development Council. The Council was proposed as a cornerstone of the Governor's 1994 legislative program for education along with the introduction of the STW initiative. Its vision includes improvements in all three aspects of establishing a more competitive workforce: the better preparation of youth to enter the work force, enabling current workers to remain competitive and improving the skills of those who have fallen behind. Under the proposed School-to-Work system, a subcommittee of the Council will provide the bridge between State level policy development and the State School-to-Work Steering Committee, responsible for implementing West Virginia's School-to-Work system. Roll out to regional and local partnerships will occur through two statutorily mandated structures: the District Consortia Committee, responsible for implementation of a comprehensive School-to-Work system, and Local Improvement Councils, the vehicle for involving school communities to improve educational quality. Key stakeholders mandated by the Act will continue to be involved at every level.

Revised policies have increased academic expectations through changes in graduation requirements that strengthen the core course work for all students, establish core courses for students in each of the state's six career clusters, and provide recommended cluster electives. Beginning with students entering 9th grade in 1999, each high school student will be required to have a work-based learning experience prior to graduation. Instructional goals and objectives also have been revised for K-12 to increase course content, improve instructional practices, and build in process/workplace skills that students need for successful entry into work and postsecondary education.

The STW office has issued guidelines for an integrated career development system that includes awareness in K-4, career exploration in grades 5-8, in-depth exploration in 9-10, and career preparation and transition in 11-adult. The STW office also issued guidelines for integrated work-based learning. The state is actively developing a K-15 structure within the technical and community college system, and is working with higher education to target teacher preparation programs.



MAY. -21' 97(WED) 12:11

The 1996 Jobs Through Education Act provides a framework for required statewide improvement in academic standards, applied instructional methods, integrated career development, work-based learning, community partnerships, and other system reform components being implemented by local STW partnerships.

The interagency planning team for developing STW became the State Steering Committee when West Virginia received a federal implementation grant. The state's roll out strategy was modified to provide funds directly to partnerships. By January 1997, 43 of the state's 55 county school districts are involved in funded partnerships. Subgrants are also made on a regional level to Community and Technical College District Consortia Committees, and all 11 have been funded.

As one of America's most rural states, West Virginia is considering options to serve rural areas such as additional transportation allowances, workplace simulation, interactive technology, school-based enterprises, rural entrepreneurship, community service, student placement in government agencies and schools, supervised work experiences following the agricultural education model, summer youth programs, and projects like 4-H and junior ROTC.

#### ***School-to-Work Models***

**Wayne High School**, located in Wayne County in southern West Virginia, enrolls 750 students in grades 9 through 12. In December 1994, English and vocational teachers met to develop a project that would blend high-level academic studies with challenging vocational studies. The result was "The Pioneer Castle", a project designed to involve all vocational teachers at Northern Wayne Vocational-Technical School and their students enrolled in English literature classes at Wayne High School. Students studies castles from a literary perspective in English classes by focusing on the history and literature of the medieval period. They studied castles from a structural point of view in classes at the vocational-technical school. To complete the project, students in drafting classes drew plans for a scale model castle; students in basic electricity classes planned the wiring; students in heating and air conditioning classes planned the heating and cooling systems, students in ornamental horticulture classes created a landscaping design; and students in building construction classes concentrated on materials and construction. In business classes, students studied the occupations involved in building and maintaining a castle as well as the economic impact of construction and maintenance. Working in groups, the students built several small castle models. They also wrote reports and gave oral presentations on the project in their English classes. They received grades from their English and vocational teachers.

**State Director: Ron Grimes, 304-558-2389.**

↑  
*very responsive.*

Draft, May 5, 1997



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF INTERGOVERNMENTAL AND INTERAGENCY AFFAIRS

FAX TRANSMITTAL

DATE: 5/21/97

TO:

Mike Cohen

PHONE:

ORGANIZATION:

FAX:

FROM:

JENNIFER DAVIS, DEPUTY ASSISTANT SECRETARY

PHONE:

(202) 401-3049

FAX: (202) 401-8607

MESSAGE:

Mike - I got got leads -

FYI - I'm working on Q&A -

If you have trouble receiving this transmission, please call Sherri Lattisaw at 202-401-3003.  
Thank you.

3 pages to follow



Corporate Communications

MEMORANDUM

February 11, 1997

TO: Susan Traiman  
Jennifer Davis ✓

FROM: Harry Wiley

SUBJECT: Peg Luksik

Attached find the "News Release" and "invitation" that was issued about the appearances of Peg Luksik in West Virginia last week. Notice that she is called "a national education policy analyst" in the news release.

Jim McKay, from our BRT education outreach effort in the state, attended her Charleston, WV session. He said she was very convincing in her presentation "if one did not have the facts." As we know, few parents, much less legislators, have or know the facts about federal or state education initiatives aimed at higher academic standards or school-to-work.

Jim was going to try to get a video copy of her remarks. If he does, I will have copies made for you.

Whether her two speeches were the opening gun in a campaign against our newly installed SB 300, the best education standards bill ever passed in the state, or simply were solitary shots is not known. However, the speeches did get the attention of some state legislators who now may be more easily swayed to gut SB 300 in the next session. Only time will tell.

Attach.

A handwritten signature in dark ink, appearing to be "Harry Wiley", is written over the "Attach." text.

January 23, 1997

Dear Delegate,

This is a personal letter to request your attendance at one or both of the "Town Meetings" with Peg Luksik scheduled for February 6 at Capital High in Charleston and February 7 in the Municipal Building in Parkersburg. Each Town Meeting will begin with a reception at 6:30 P.M. with Mrs. Luksik's presentation beginning promptly at 7:00 P.M.

Mrs. Luksik is nationally known and respected for her expertise as an education policy analyst. Among her many accomplishments, she is an educator, author, and host of NET Political NewsTalk Network's live call-in talk show, "The Learning Curve."

Mrs. Luksik will be addressing the relationship between federal legislation and the education restructuring currently taking place in the states, including West Virginia. With a focus on the federal *Goals 2000: Educate America Act*; *H.R. 6, Improving America's Schools Act*; the *School-to-Work Opportunities Act*; and West Virginia's Senate Bill 1 of 1990 and Senate Bill 300 of 1996, Peg will explain how such legislation will impact the future of West Virginia's public schools, private schools, and home schools.

After you hear Mrs. Luksik's presentation, we are confident you will share our concerns and fears about replacing our elected, locally and legislatively controlled education system with a bureaucratic state and federal education system un-accountable to the public.

The Oregon State School Board, State Superintendent, and two district school boards and superintendents are currently being sued by parents. Representative Lindsey Graham of South Carolina plans to re-introduce the "Goals 2000 Elimination Act." Opposition to Goals 2000 and School-to-Work continues to grow throughout the country and in the United States Congress.

As an elected representative, entrusted by West Virginia citizens to make education decisions in the best interest of West Virginia children, please find yourself compelled to attend the February 6 and/or February 7 Town Meetings to hear concerns about West Virginia education reform.

Please, repeal Senate Bill 300. We do not want this kind of education for our children.

Most sincerely,

West Virginia Citizens Concerned About Education Restructuring  
For more information contact:

In Wood County 489-2132 or 485-1996

In Kanawha County 346-8964 or 965-5622

02/05/1997 10:34

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WV EDUCATION FUND

PAGE 01

WV SCHOOLS → 3043420346

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|------------------|-------------|---------|----------------|
| Post-It Fax Note | 7671        | Date    | id pages 2     |
| To               | Larry Wiley | From    |                |
| Co./Dept.        | + Stuart    | Phone # | David S. S. S. |
| Phone #          |             | Phone # |                |
| Fax #            | Emily       | Fax #   |                |

RELEASE.....  
ry 18, 1997

## TOWN MEETINGS

Jobs Through Education - Senate Bill 300  
"Limited Learning for Lifelong Labor"

Thursday, Feb. 6th, 6:30 P.M.  
Charleston  
Capital High School  
Auditorium  
1500 Greenbrier Street

Friday, Feb. 7th, 6:30 P.M.  
Parkersburg  
Parkersburg Municipal Bldg.  
2nd Floor, Council Chambers  
Third and Avery Streets

Find out why West Virginia's State Board of Education is proceeding with its proposed education restructuring plans despite overwhelming opposition from West Virginia citizens.

Join guest speaker and educator Peg Luksik, a national education policy analyst from Johnstown, Pennsylvania, as she exposes the truth about national education reforms and how they are being implemented in West Virginia.

As founder and chairman of the National Parents Commission, Peg is actively involved in education and family issues, giving parents across the nation a voice in the public policy arena. With her finger on the pulse of American education, she brings unparalleled insight into understanding education restructuring.

Among her many accomplishments, Peg has co-authored the book, Outcome-Based Education: The State's Assault On Our Children's Values and is currently the host of the live call-in talk show, "The Learning Curve," broadcast on NET Political NewsTalk Network. "The Learning Curve" addresses education restructuring concerns in reference to such federal and state legislation as "Goals 2000," "School-to-Work," and HR 6 at the national level and Senate Bill 1 and Senate Bill 300 at the state level.

Peg's presentation will focus on how education legislation and restructuring - federal and state - will impact the future of public schools, private/Christian schools, and home-schools in West Virginia. There will be a question and answer session immediately following her presentation.

Beginning at 6:30 P.M., there will be a thirty minute reception in the lobby.

Peg's presentation will begin promptly at 7:00 P.M.

(Warning: the truth may be shocking!)

Sponsored by West Virginia Citizens Concerned About Education Restructuring

For more information contact:

In Wood County 459-2132 or 485-1996 In Kanawha County 346-8964 or 965-5622

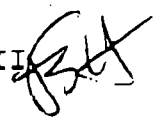


## UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

MEMORANDUM TO KRIS BALDERSTON

SPECIAL ASSISTANT TO THE PRESIDENT FOR  
CABINET AFFAIRS

FROM: Frank S. Holleman III   
Chief of Staff

DATE: May 19, 1997

SUBJECT: Background Briefing on West Virginia Education  
Issues

### SCHOOL REFORM EFFORTS

West Virginia's reform efforts have been piecemeal rather than comprehensive, but nevertheless have received high marks from outside observers. As both one of the nation's poorest states and one of its most rural, West Virginia faces some unusual challenges in education. Efforts to overcome these challenges in the past fifteen years have included a substantial investment in information technology for the classroom; raising teacher salaries to near the national average (when adjusted for cost of living); a statewide effort to replace and renovate decaying schools; and, most recently, a restructuring of the high school curriculum to focus on job skills and vocational training as well as academics. If the 1996 National Assessment of Educational Progress in Mathematics results are any guide, West Virginia's schools are improving. The state tied for third in improvement over 1992 in both 8th grade and 4th grade scores.

### Standards and Testing

West Virginia has not made a substantial investment in development of its own standards. This year, students will be taking the nationally normed Stanford Achievement Test. State Superintendent Henry Marockie suggests that with adequate norm-referenced tests available, state education funds can be better spent in other areas. He says West Virginia has spent less than \$100,000 on its standards program, whereas its neighbor,

\$100,000 on its standards program, whereas its neighbor, Kentucky, has spent nearly \$29 million.

### **School Finance**

In April 1997, a West Virginia judge held that the state has not complied with a 1982 decision ordering higher quality and greater statewide equity in schools. The original decision, which included unusually detailed specifications for curriculum, personnel, materials, equipment and facilities in 16 academic areas as well as in guidance, health services and transportation, served as a catalyst for many of the reforms that have been enacted in the past 15 years. However, although the state attempted to equalize funding among districts by guaranteeing a minimum per-pupil allocation to every district, substantial inequities remain because districts may impose excess levies on their residents to generate higher per-pupil spending.

### **Technology**

West Virginia is a national leader in the use of technology in classrooms. In 1989, the legislature launched the computer-assisted basic skills program, a ten-year effort to place computers in every elementary school classroom. Since then, the state has purchased 19,500 computers for local districts and expects to meet its ten-year goal. The state's 11-to-1 student-computer ratio in elementary schools is one of the lowest in the nation, and in 1996 the legislature appropriated \$8.8 million to increase technology in middle and high schools. To date, 14,000 educators have been trained to use computers for basic skills instruction.

Forty percent of West Virginia's schools are now connected to the Internet, and state officials plan to reach 85% in 1997. The state has 320 distance learning downlink sites across the state. Students may take a number of courses through the system, including advanced placement and foreign language classes.

### **Teachers**

West Virginia teacher salaries in 1990 were the among the lowest in the country, but are now 17th in the nation when adjusted for cost of living. The state's student-teacher ratio, at about 15-to-1, is one of the lowest anywhere. Last year the West Virginia Education Fund, a statewide fund established by business leaders

schools, helped overhaul West Virginia University's teacher education program. Students now will study for five years and will earn a bachelor's degree in a subject area and a master's degree in education. Students also will receive three years of internship experience through "professional development schools" run by colleges and universities.

#### School Construction

A 1989 law created the statewide School Building Authority (SBA) to fund the construction and renovation of schools. The SBA has funded the construction of 67 new schools and renovations or additions to 780 schools.

#### Full-day Kindergarten

In 1993, the state legislature required all districts to offer full-day kindergarten classes to all eligible students by 1996. A 1996 law allowed the state superintendent to grant extensions to systems with significant school building projects or sizable enrollment growth.

#### Jobs Through Education Act

A 1996 law required teachers and counselors to work with eighth grade students to establish five-year job skills plans. High schools must offer students choices of career clusters, each incorporating both academic and vocational skills. The state's Certificate of Proficiency will be replaced by a CD-ROM electronic portfolio containing students' academic records, awards, test scores and exemplary work. Some groups oppose the reform due to its emphasis on early career preparation, and a bill has been introduced in the legislature to repeal the law.



## WV SCHOOLS STATISTICAL OVERVIEW

### SIZE

Enrollment: 310,511 (95% White, 4% Black, less than 1% all other groups)  
School Districts: 55  
Public Schools: 848

### STATE DEMOGRAPHICS

Population: 1.828 million  
Children in Poverty: 29%  
Single Parent Families: 24%

### SCHOOL SPENDING

State Spending: \$1.783 billion  
Per Pupil: \$5,713 (1993-94 school year)

### STUDENT ACHIEVEMENT

1994 4th Grade NAEP Reading  
Proficient or advanced -- 26%  
Basic -- 32%  
Below Basic -- 42%  
Students performed near national average

1996 8th Grade NAEP Math  
Proficient or Advanced -- 12%  
Basic -- 48%  
Below Basic -- 52%  
Students performed near national average

1996 8th Grade NAEP Science  
Students performed near national average (Test is not yet nationally normed)

16-19-Year-Old Dropout Rate: 10.6% (National: 11.2%)

College Attendance Rate: 49.5% (National: 57.5%) (Estimates)

## FEDERAL FUNDING LEVELS -- SELECTED PROGRAMS

### TITLE I

1996-97 \$69,048,088

1997-98 \$70,013,005

### SCHOOL-TO-WORK

1994 State Development Grant: \$420,000

1995 State Implementation Grant: \$2,300,000

1996 State Implementation Grant: \$4,600,000

1995 Urban/Rural Opportunity Grants: \$429,870

### GOALS 2000

1994: \$779,620

1995: \$2,799,259

1996: \$2,788,423

1997: \$3,818,889 (Estimate)

## PROGRAM EXAMPLES

### WV 1997 TITLE I RECOGNITION SCHOOLS

**Madison Elementary School (Wheeling, WV):** The Madison Title I program uses parent involvement, early intervention, extended learning time and innovative internship/externship programs to prepare students for success in school and the workplace. A "Parents as Teacher" instructor works year-round with parents and their children from birth to age five, visiting their homes and teaching them appropriate learning activities and parenting skills. Title I summer school offers students a two week session at the end of each year to review and extend learning and a two week session before school starts to give students a "jump start" on learning; after-school tutoring provides help with homework year-round. Title I students sharpen math, business and life skills by working at the "Madison General Store" in the morning, and fifth grade students spend half a day "shadowing" a business leader to learn work skills.

**Jefferson Elementary Center (Parkersburg, WV):** The Jefferson Title I schoolwide program emphasizes staff development and community involvement. The administration holds frequent on-site

training, and teachers are encouraged to attend training programs off site. Community volunteers and business partners help to provide students with personalized attention and incentives to achieve. The school reports a significant increase in student achievement over the past three years.

**Lost Creek Grade School (Lost Creek, WV):** The Lost Creek program emphasizes community involvement, individual attention and family learning. In the Family Connections program, preschoolers receive basic instruction while their parents learn GED subjects, computer skills and life skills, and ultimately participate in job internships. Students and adults also learn skills through organizing and participating in volunteer community service projects.

### **SCHOOL-TO-WORK**

Wayne High School, in Wayne County in southern West Virginia, enrolls 750 students in grades 9-12. In 1994, English and vocational teachers developed a project that would blend high-level academic studies with challenging vocational studies. The result was the "The Pioneer Castle," a project designed to involve all vocational teachers at Northern Wayne Vocational-Technical School and their students enrolled in literature classes at Wayne High School. At the vocational-technical school drafting students drew plans for a scale model of the castle, and electrical, heating and air conditioning, ornamental horticulture and building construction students contributed to its design. Business students studied the occupations involved in building and maintaining a castle and the economic impact of construction and maintenance. Working in groups, the students built several small castle models. They also wrote reports and gave oral presentations on the project in their English classes.

### **GOALS 2000**

See attachment from SEA's report.

**EDUCATION FIRST: OUR FUTURE DEPENDS ON IT  
INNOVATION GRANT AWARDS  
SCHOOL IMPROVEMENT CATEGORY**

**County****Project Title and Summary****BOONE****VOICES FOR CHOICES**

will provide an Alternative After School Program for students who would benefit from organizational and time management skills. LSICs will appoint a community-based panel of parents, teachers and business partners to develop a philosophy, prioritize goals, and establish guidelines.

**BRAXTON****LSIC FAMILY LITERACY PROJECT**

will establish a Parent Center, a summer enrichment program, and offer additional instruction to 'at risk' students in order to increase reading comprehension levels for all students at Burnsville Elementary School as well as strengthen the bond between the community and the school.

**CLAY****✓ WRITING FOR SUCCESS**

will improve student writing achievement through prescribed district-wide and school-based activities based on needs identified by Local School Improvement Councils (LSICs).

**FAYETTE****FAYETTE COUNTY SCHOOL IMPROVEMENT PROJECT**

will implement extended year programs, increase accessibility to computers and/or tutorial software by 5%, and create a student recognition program for continued overall improvement. This will improve overall classroom performance, functional and technical literacy, and state /national test scores.

**GREENBRIER****GOOD STUDY SKILLS BUILD BETTER STUDENTS**

will improve the grades of students by developing a study skills program, providing parents with training to assist their children with homework, and giving after school tutoring sessions.

**HARRISON****LINKAGES FOR LIFELONG LEARNING**

will better prepare students for further education and employment by strengthening the relevancy of school work to eventual careers. The program will be overseen by the Harrison County School Improvement Council and will involve parents, school business partners, and additional community resource people who will provide guidance and supplement classroom exercises..

**JACKSON****PAIDEIA: QUALITY EDUCATION FOR ALL**

uses a 12 principle model to prepare all students to participate actively in a democratic government, become lifelong learners, and to earn a living successfully. Teachers will be trained and use didactic, coaching, and seminar teaching techniques to implement the Paideia model of instruction in every PreK-12 classroom.

**KANAWHA****A MATTER OF CHARACTER**

will define descriptors of character education with clear community support and implement appropriate character education strategies embodying youth risk behaviors by providing researched based, technical support to all 88 schools in Kanawha County and the University of Charleston.

**MARION****UMBRELLA OF CHANGE**

focuses on the unification of professional development schools under one umbrella of change and the creation of the Marion County School Improvement Council (MCSIC). The consortium of professional development schools will draft a Unified School Improvement Plan for the MCSIC so that mini-grants can be awarded.

**MASON****PROJECT TAIR (Technology Assisted Individual Remediation)**

will offer individualized remediation to each student falling below the 40th percentile on CTBS tests. Computer labs at each of the three high schools will have extended hours for students and adults.

**MINERAL**

**BUILDING THE HEALTHY CHILD**

is a parent training project to promote the total development of the child. A series of training workshops corresponding to the individual needs and problems the community is experiencing will help parents and educators provide a safe, disciplined environment to meet the needs of all students.

**MINGO**

**PROJECT B.A.S.I.C.S.**

is committed to basic skills education and specifically to improve the performance of Mingo county students on achievement tests by using the Teach/Reteach comprehensive item analysis and the Schools to Work Program at Satellite Family Learning Centers and the Mingo County Leadership Institute.

**MONONGALIA**

**PARTNERSHIP 2000**

will provide professional development to assess a school's needs; restructure and develop methodologies; develop and deliver after school and summer programs for children; provide programs to assist parents in helping their children; and extend technology into rural homes.

**NICHOLAS**

**THE WORLD AT OUR FINGERTIPS**

will establish computer labs at the four secondary schools so students will have access to basic skills remediation, academic enrichment, practice in comprehensive test taking processes and career awareness. Students will also have Internet training and the entire school community will be able to take advantage of the labs after school hours.

**PENDLETON**

**COMPUTERS FOR THE CLASSROOM AND THE COMMUNITY**

provides the latest in computer technology so teachers can combine technology with their curricula. It will also allow students to establish nationwide mentorships via the Internet and increase parent and public support for involvement by offering lab hours after school.

**PLEASANTS, RITCHIE, TYLER**

**ALTERNATIVE LEARNING CENTER**

establishes a learning center for at-risk youth who need a different learning environment in academics, vocational/technical studies, and work-based experience.

**POCAHONTAS**

**UNIFYING ENGINES FOR STUDENT SUCCESS**

will aid in the county's unified plan of instruction by developing instruction to promote lifelong learning, providing continuous staff development, holding workshops for parents and the community, and instructing students on informational resources.

**PRESTON**

**TODAY'S LEARNING COMMUNITY...  
MOVING ON DOWN THE LINE**

will allow the Local School Improvement Councils of Tunnleton-Denver Elementary and Valley Elementary to improve student performance through before and after school tutoring and parenting support sessions.

**RANDOLPH**

**A PATHWAY TO THE FUTURE...  
TECHNOLOGY**

will provide computer equipment so that K-12 students will learn desktop publishing, how to input data into tables, graphs, etc., the Internet, and how to increase their overall knowledge by accessing information through the computer.

**ROANE**

**GETTING LSICs INVOLVED**

will create a dynamic, student-centered learning environment where students take an active role in their own education and participate in academic or community-based learning activities. This will also help to fully develop the capacity of all Local School Improvement Councils.

**TAYLOR**

**CREATING INFORMATION LITERATE  
STUDENTS**

will provide funds for technological awareness, training and integration for teachers, students and parents. Individual schools will also be allowed to submit proposals for a portion of the available monies to enhance specific curriculums.

**TUCKER****REACHING LEVELS OF HIGH ACHIEVEMENT  
THROUGH SCHOOL COMMUNITY  
INITIATIVE**

will seek to meet the goals of the Tucker County Strategic Plan by funding a summer preschool language program, the analysis of curricular effectiveness for planning purposes, multimedia classrooms, and more strategic planning.

**UPSHUR****COMPUTER SUPPORTED PERFORMANCE  
ASSESSMENT PORTFOLIOS**

will transfer manually-maintained assessment portfolios onto an information system database. Through the use of multi-media tools the system will be placed directly in the classroom making it easy for students and teachers to use.

**WAYNE****WAYNE COUNTY ALTERNATIVE SCHOOL**

will provide "retention prevention" to at-risk middle-school-aged children by improving behavior, academic performance, and attendance.

**WETZEL****SCHOOL CURRICULUM IMPROVEMENT AND  
RESTRUCTURING**

will initiate the strategic planning process essential to the restructuring effort in implementing a School to Work Program.

**WIRT****WE CAN TOO: FAMILY-SCHOOL-  
COMMUNITY PARTNERSHIP FOR  
EDUCATIONAL INVOLVEMENT**

targets preK-4 children with special emphasis paid to those who are at-risk and have special needs to be a part of an early childhood development center. The center will offer computer training to students and parents, with the opportunity to for families to have computers loaned to them.

**WOOD****DEBITS TO CREDITS: SCHOOLS IN CHANGE**

will provide the vehicle for a consistent system-wide test data utilization process that will be the foundation for base data and raise student achievement by identifying and remedying specific student skill weaknesses.



RESA-I, RALEIGH, MARSHALL,  
LOGAN, AEL)

LEADERSHIP TO UNIFY SCHOOL  
IMPROVEMENT EFFORTS (LITSE)

will establish a process for leadership development, using the latest research and thinking from the literature on organizational development, the process of change, and school transformation. The working consortium of three school districts will learn from each other and develop Unified School Improvement Plans.

**EDUCATION FIRST: OUR FUTURE DEPENDS ON IT  
INNOVATION GRANT AWARDS  
CONTINUATION CATEGORY**

**County****Project Title and Summary****BRAXTON**

**PARENTS ALL VALUE EDUCATION (PAVE)**  
is a tutoring program that has been made available to any Davis elementary School parent/guardian who desire to further their education, whether it be literacy, GED, or computer skills, etc. It encourages parents to increase literacy and reading skills, to continue lifelong learning, and to reduce the dropout rate of children.

**CLAY****PROJECT CHALLENGE**

is an extended school year and day, offering enrichment and remediation activities devoted to the core academic areas of the curriculum for students in grades 1-5.

**GRANT****PROJECT INFUSION -- PHASE II**

will use the integration of technology at Petersburg High School to help those students with deficiencies on CTBS tests, to give students computers skills to succeed in the twenty-first century, and to provide adults with the opportunity to enhance technology skills to increase their employability.

**GREENBRIER****STUDENT SUCCESS FOR THE 21ST CENTURY**

will provide an enrichment program with opportunities for all students in the arts technologies, sciences, math, and languages; a tutoring program; and an after school setting for children of working parents.

**HAMPSHIRE****RIVER NET**

targets the student and staff of Hampshire High School as well as other members of the community who have an interest in the telecommunication of environmental research. Activities include the use of telecommunications for research and information sharing by students and faculty with the community.

**JEFFERSON**

**TEAM EFFORT ASSURES MATH SUCCESS  
(TEAMS)**

will broaden the scope of the program from math computation to include math concepts and applications and begin implementing what is learned at other schools in the district. Expansion of TEAMS will lead to measurable improvement in math for all students.

**KANAWHA**

**LIGHTHOUSE OF LEARNING**

seeks to expand the year-round education concept to include the acute awareness and essential training to selected feeder schools established on the belief that our success will necessarily need to flow beyond the elementary grades and on to the secondary levels.

**LINCOLN**

**THE HARTS OF THE COMMUNITY**

will provide a parent involvement program, use of schools for adult education, a community library, a tutoring program, a preschool program, and computer labs that will have the capacity to instruct everyone in the community in an effort to create a community of lifelong learners.

**MARSHALL**

**MARSHALL COUNTY COMMUNITY  
SCHOOLS PROGRAM**

will combine families, community, and business in partnership with education to provide students with a network of community support, and expansion and enhancement of home learning opportunities, and the enrichment of school community learning events at Park View Elementary and McNinch Elementary.

**MERCER**

**DOUBLE SHOT**

targets fifth through eighth grade students in the areas of mathematics and spelling to apply basic skills and concepts to real life problem situations and learn accurate spelling to communicate effectively.

**MORGAN**

**ARTS IN THE SCHOOLS OF MORGAN COUNTY -- A COLLABORATIVE PROJECT**  
will continue the activities started during the first year of the project and expand the program to include another school, two more artists, and the necessary upgrading of computer hardware.

**McDOWELL**

**PROJECT McDOWELL COMMUNITY 2001**  
will continue after school tutoring, computer literacy classes, MEGA skills, GED classes, recreational activities, college campus visits, and college students visiting home schools at War Elementary School, Kimball Elementary School, and Big Creek High School.

**NICHOLAS**

**CHERRY RIVER CLASS (COMMUNITY LEADERS ASSISTING STUDENT SUCCESS)**  
will use monies to progress toward the six identified goals of Cherry River's unified plan. Specifically a mentoring program will be sponsored to help emotionally and academically needy students.

**PUTNAM**

**EARLY CHILDHOOD CAREER AWARENESS**  
utilizes the help of a counselor to help students create a keener sense of appreciation for the career opportunities available to the students at Poca Elementary School.

**RALEIGH**

**SUCCESSFUL CONSOLIDATION FOR EXCELLENCE IN ESTABLISHING A NEW SCHOOL: A STRATEGIC PLAN FOR REDUCING ANXIETY**  
will plan activities to reduce the possible negative impacts of consolidating Stratton Junior High School and Beckley Junior High School.

**RITCHIE**

**THE RITCHIE COUNTY COMMUNITY EDUCATION CENTER**  
will build on the success of the first year of the center by keeping the center open after hours for enrichment and tutorial opportunities for at-risk students and to help teachers learn and practice technology that will be used in the classroom.

RESA-V

**BUILDING THE TECHNOLOGY FOUNDATION**

seeks to provide more intensive training to Site-Based Specialists at the regional and county level as well as develop and provide useful resources to county/school technology teams.

**EDUCATION FIRST: OUR FUTURE DEPENDS ON IT  
INNOVATION GRANT AWARDS  
MASTERS OF TIME CATEGORY**

**County****Project Title and Summary****BERKELEY****YEAR-ROUND SCHOOLS FEASIBILITY STUDY**

will initiate a feasibility study of the positive and/or negative aspects of the implementation of a year-round schools program. A task force made up of representatives from every area of the school community will conduct the study and analyze the data.

**CABELL****TURN UP THE HEAT -- HIGHER EXPECTATIONS AND ENRICHED TEACHING**

will aid in extending the academic day by five hours a week. This will especially benefit those students in need of remediation because invitational teaching techniques will be used during this time. Also summer enrichment programs will be provided at selected elementary schools.

**FAYETTE****THE FAYETTEVILLE CONSORTIUM TUTORING/PARENT SUPPORT PROGRAM**

aims to improve student academic achievement and parent involvement by creating an after school tutoring program at five targeted schools in the county.

**MINERAL****MINERAL COUNTY EVENING HIGH SCHOOL PROGRAM**

will allow adults to work toward a high school diploma in the evening hours. The program would also focus on those students that are not having success in the daytime program or need a non-traditional time schedule. Evening instructional hours will be held at the Mineral County Vocational-Technical Center.

**MONONGALIA****MOUNTAINVIEW SUMMER PROGRAM**

will provide continued learning experiences for high risk students during six weeks of the summer.

**MONROE****RURAL COMMUNITY RESOURCE CENTER**

located in the Monroe County Technical Center will encourage bisynchronous learning in the whole school community. The RCRC will coordinate specific services for community partnerships which include the Parent Resource Centers, School Improvement Councils, and a One Stop Career Center.

**McDOWELL****FAMILY APPROACHES TO SKILLS AND TECHNOLOGY (FAST)**

is an after school program for at-risk students and their families. The program will use local agencies to help offer peer tutoring, recreation, nutrition, counseling, career awareness, career development, computer literacy, telecommunications, parenting, field trips and hands on activities.

**PRESTON****FAMILY INVOLVEMENT PROJECT**

will help preschool children at Bruceton School attain requisite skills needed for starting school by involving their siblings and parents. The after school tutoring program will turn parents into adult learners and give them the skills to help promote literacy in their children.

**PUTNAM****PROVIDING RELATIVE INSTRUCTIONAL MANAGEMENT IN EDUCATION TO INCREASE MASTERY AND ENRICHMENT (PRIME TIME)**

will provide, through the use of modern technology, a variety of educational opportunities for enrichment, extension, and remediation of basic skills during and after school at Hometown Elementary.

**RANDOLPH****EXTENDED TIME EXTENDED LEARNING**

will offer after school programs that will reinforce basic skills, and enrichment program for grades 1-5, and the opening of a media/science center. It will also sponsor a five week summer program.

## **SUMMERS**

### **STUDENTS MIRRORING SUCCESS**

is an after school program that emphasizes a safer working and learning environment, encouraging students to become lifelong learners and lead a healthy lifestyle, and improving student achievement in all areas.

## **UPSHUR**

### **PROJECT SUCCEED**

is an effort to respond to the needs of at-risk students by providing an after school technology based tutorial program, support during school hours, mentors, and services for parents of at-risk students.



**EDUCATION FIRST: OUR FUTURE DEPENDS ON IT  
INNOVATION GRANT AWARDS  
PROFESSIONAL DEVELOPMENT CATEGORY**

**County****Project Title and Summary****MARION****READING FIRST - A COLLEGE AND PUBLIC  
SCHOOL CONNECTION**

will develop and implement a model school based pre-service training program in reading for students in the elementary teacher program at Fairmont State College. This will improve the reading achievement of all first grade students at East Park School by providing additional classroom assistance for first grade teachers in order to provide more help for individual students.

**MONONGALIA****PARTNERSHIPS WITH PARENTS**

establishes a rural school consortium for five high schools which will promote teacher awareness of the value of home/school partnerships, explore the best ways to improve parent/teacher relationships, and develop family partnerships with the school.

**WOOD****THE 13TH YEAR INITIATIVE**

increases student achievement by providing staff development in using base data that identifies needs through school centered activities. The project is integrated with the county school system's strategic planning process and shares the same goal for skill attainment at the post grade twelve level (13th year).

**RESA-I****CREATING COMMUNITIES OF  
OPPORTUNITY**

is a career guidance and workplace skills development program that links RESA-I administrations, teachers, service personnel, and Concord College in a "train-the-trainer" curriculum design and delivery network. It will help facilitate the implementation of "School to Work" in the 148 schools served by RESA-I.

**RESA-II**

**SWITCHING ON REGION II CLASSROOMS: A  
COMMITMENT TO TEACHING AND  
LEARNING**

will provide one member of each of RESA-II's 152 schools along with Marshall University (MU) student teachers, selected MU students from methods classes, and their professors/instructors with 45 hours of intensive training and follow-up technical assistance. This will empower teachers to become skilled in the use of technology within the classroom setting and increase student expectations and performance.

**WEST VIRGINIA DEPARTMENT OF EDUCATION**

*Dr. Henry R. Marockie, State Superintendent of Schools*  
*Building 6/1900 Kanawha Blvd. E./Charleston, West Virginia 25305-0330*

*Phone: 304-558-2681*  
*Fax: 304-558-0048*

**West Virginia Board of Education**

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**WV Department of Education FAX Numbers**

**Superintendent's Office - (304) 558-0048**

**Child Nutrition - (304) 558-1149**

**Finance - (304) 558-8867**

**Healthy Schools - (304) 558-3787**

**JTPA - (304) 558-1055**

**Public Relations - (304) 558-0882**

**Special Education - (304) 558-3741**

**Technology - (304) 558-2584**

**Vocational Education - (304) 558-3946**

**FAX TRANSMITTAL**

|                                                   |                        |
|---------------------------------------------------|------------------------|
| <b>TO:</b> Mr. Mike Cohen, Domestic Policy Office |                        |
| <b>FAX NUMBER:</b> 202-456-5581                   |                        |
| <b>FROM:</b> Dr. Henry R. Marockie                |                        |
| <b>PHONE NUMBER:</b> 304-558-2681                 |                        |
| <b>DATE/TIME:</b> 5-20-97                         | 12:15 p.m.             |
| <b>TOTAL PAGES:</b> 10                            | (including cover page) |
| <b>SUBJECT:</b>                                   |                        |
| <b>NOTES:</b>                                     |                        |
| <b>OPERATOR:</b>                                  |                        |

202-456-~~5581~~ 5581

West Virginia Department of Education

Henry Marockie  
State Superintendent of Schools

1997

**WEST VIRGINIA BOARD OF EDUCATION  
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**State College System of West Virginia**



## **JOBS THROUGH EDUCATION**

### **STRENGTHENS ACADEMICS**

#### **K-4**

- Focus on basics—reading, writing, mathematics and technology
- Goal: All students at grade level by end of grade 4

#### **5-8**

- Focus still on strong academic core
- Goal: All students at 50th percentile

#### **9-12**

- Increased graduation requirements to include additional math, science, fine arts
- Increases level of courses required
- Eliminates watered-down courses and requires higher-level courses such as algebra
- Goal: Warranty 50 - 70

## **8TH GRADE EDUCATIONAL PLAN:** **1ST TWO YEARS OF FIVE-YEAR PLAN**

- Collaborative effort among parents, students and school
- Based on: awareness and exploration activities that have already taken place; student interest and talent; career guidance and assessment; ACT Explore, variety of factors
- End of grade 8, student, parent, and school design plan around broad career cluster
- Students' choice of electives helps them select career clusters
- All students get broad, strong academic core
- Flexibility to change career cluster at end of any semester

## **PHASE 2 OF FIVE-YEAR PLAN**

- Parent, student, school meet to refine/discuss/select career major (still a wide range of studies—not like a college major)
- Still flexibility to change career major at end of any semester
- Assists parents and students in looking at post-high school work or college; asks them to plan for transition year

## INCREASED GRADUATION REQUIREMENTS

- Matches the entrance requirements for WV colleges and universities
- Career clusters/majors help students select electives that meet graduation requirements and better prepare them for college and/or the workplace
- 70th percentile-for college or advanced workplace

These graduation requirements for grades 9 - 12 become effective for students entering grade 9 in the 1999 - 2000 school year.

---

### **Requirements for Graduation**

#### **English Language Arts**

4 courses

English 9, 10, 11, 12

#### **Mathematics\***

3 courses

Two of the three credits will be Algebra I and above.

#### **Science**

3 courses

Coordinated and Thematic Science 9, Coordinated and Thematic Science 10, and one course above Coordinated Thematic Science 10 level.

#### **Social Studies**

3 courses

United States to 1900, World Studies to 1900, and Twentieth Century

#### **Physical Education/Wellness**

1 course

#### **Health**

1 course

#### **The Arts**

1 course

#### **Career Majors\*\***

4 courses (Career majors are to be determined at the local school or county level.)

#### **Electives**

4 courses (chosen from the school's offerings of electives)

#### **Work-based Learning\*\*\***

(Work-based Learning will be determined at the local level.)

---

Credits for these courses are to be awarded based upon demonstrated mastery of the instructional objectives.

Students demonstrating mastery of instructional grade level objectives in the subjects are to be provided the opportunity to advance to the next grade level objectives.

\* Successful completion of the objectives for Applied Math I and II is equivalent to an Algebra I credit. Applied Geometry may be substituted for a formal course of geometry.

\*\* Prior to students selecting career majors, opportunities for career decision making orientation must be provided.

\*\*\* The decision regarding credit for the experiences at grades 9 - 12 will also be made at the local level.

All students are strongly encouraged to complete two courses in a foreign language.

Elective offerings not based on West Virginia Board of Education Instructional Goals and Objectives must



## **CLUSTERS/MAJORS**

- **Cluster:** Broad grouping of similar occupations. Examples: Health, Human Services, Business/Marketing, Fine Arts/Humanities, Science/Natural Resources, Engineering
- **Major:** A grouping of occupations within a career cluster. Examples- Health Cluster: Health Diagnostics, Health Therapy, Health Support
- Local community can redesign offerings to provide better opportunities for students after they leave high school
- Through staff development and retooling/realignment, educators can deliver the courses for clusters/majors

## **INSURANCE ISSUE/WORK-BASED LEARNING**

- State Board of Risk and Insurance Management has extended to businesses involved in work-based learning the same liability coverage extended to local boards of education
- Work-based learning component doesn't need to be in place until 1999-2000
- Employed seniors (50% of WV students) are already covered under workers' compensation
- Voluntary: Employers are not required to participate

## **TECHNOLOGY**

- Students will utilize technology at all grade levels
- Students will learn to: set-up and operate computer equipment; use on-line sources to obtain and exchange information; select and use multiple software; demonstrate skills in word processing, databases, spread sheets, graphics and telecommunications

## **STUDENT INFORMATION REQUESTED ON ACT EXPLORE**

- Student information instructions on the ACT Explore state:  
"Enter your Social Security or (Student Identification) Number.  
Begin in the first box, then fill in the correct circle below each number.  
If you do not know your Social Security number or do not wish to provide it, leave **all** the boxes **blank**. This identification will be used only for processing and identification of your test record..."

## **RELEASE OF STUDENT DATA**

- ACT does not release student data from the Explore test to the Department of Labor Statistics or any other agency. The data is sent back to the school.

## **SCHOOL SYSTEMS WITH SUCCESSFUL SCHOOL-TO-WORK PROGRAMS**

- Wayne
- Wyoming
- Mineral
- Mason
- Mercer
- Gilmer
- Hampshire
- Morgan

- Brooke
- Tucker
- Berkeley
- Clay
- Raleigh
- Summers
- Wetzel
- Pocahontas

## **SCHOOLS WITH SUCCESSFUL HIGH SCHOOLS THAT WORK PROGRAMS**

- Elkins High School
- Wheeling Park High School
- Hampshire High School
- Roane County High School
- Tolsia High School
- Wayne High School
- Brooke High School
- Hannan High School

- Clay-Batelle High School
- James Monroe High School
- Point Pleasant High School
- Oceana High School
- Frankfort High School
- Gilmer County High School
- Berkeley Springs High School
- Montcalm High School

## **WHAT IS WORK-BASED LEARNING?**

Work-based Learning Provides Experiences and Activities that Assist Students to:

- Gain an Awareness of the Workplace
- Explore Career Clusters and Majors
- Develop an Appreciation of the Relevance of Academic Subject Matter
- Attain Process/Workplace Skills
- Attain Technical Skills Related to a Career Major

## **EXAMPLES OF WORK-BASED LEARNING ACTIVITIES BY INSTRUCTIONAL LEVEL....SCHOOL SITES/WORK SITES**

### **K-4 AWARENESS**

Field Trips - W

Speakers - S

Career Days - S

### **5-8 EXPLORATION**

Shadowing - W

Mentoring - W

Community Service - W

Internet - S

Field Trips - W

Speakers - S

Career Days - S

### **9-ADULT DECISION-MAKING AND PREPARATION**

Apprenticeship - W

Cooperative Education - W

Clinical Experience - W

Entrepreneurship - S

Computer and Video Simulations - S

School-Based Enterprises - S

Senior Projects - S

Internships - W

Community Service - W

**S = School Site**

**W = Work Site**

TO MIKE Cohen  
Bill Kincaid

From Regan

May 18, 1997

TO: Mike Cohen  
Terry Peterson  
Bill Kincaid  
Aviva Steinberg

FROM: Regan Burke

RE: WV Town Hall on Ed Standards

Harrison County School Superintendent, Bob Kittle, gathered a group of teachers, business people and community leaders, together sometime in the past few days to draw up a list of questions that they think the community would like the president to answer. I think this project was prompted by my asking for information for the briefing book. I had NO PART in formulating these questions. This is a very bright group of people and some of them will be participants.

I need someone to FAX me the Call to Action and/or a description of the president's ed agenda. Kittle and others are asking for information for a meeting they are having tomorrow night with some of the participants. They want to be prepared. I am going to the meeting to tell people how to address the president and how to hold a mike -- Kittle wants to have an issues discussion but he will handle that portion.

Please FAX to me at Kittle's office: 304/624-3361. Thanks.

|                    |                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EDUCATOR           | Schools can not have the total responsibility for making sure students are literate and functional in society. What can you do to make sure parents understand what they need to do to meet their children's educational needs before entering school, and, while they are in elementary school, middle school and high school?                                                  |
| EDUCATOR           | With television and other interests, children do not read for pleasure. Therefore, they do not become proficient readers. How can America become a nation of readers?                                                                                                                                                                                                            |
| EDUCATOR           | Across the board, governmental services have been provided to schools that meet the guidelines for Title I allocations. What about the students who are in schools who do not meet the low-economic criteria but have real academic and personal needs?                                                                                                                          |
| EDUCATOR           | Since the Educational Initiatives are a national referendum, what can the federal government or the business community do to hurdle barriers such as funding to meet these national goals?                                                                                                                                                                                       |
| EDUCATOR           | What can schools do to provide the latest technology for our students to enter the work force with the necessary skills? Should teacher training part of the plan?                                                                                                                                                                                                               |
| EDUCATOR           | The National Institute of Education has collected research about reading, teaching and learning. How are these reports being shared with the public and educators?                                                                                                                                                                                                               |
| EDUCATOR           | What will the government do to encourage teachers to go back to school to update their certifications and acquire new skills?                                                                                                                                                                                                                                                    |
| EDUCATOR           | What happened to the idea of national standards for various subjects? Is it likely these standards will be implemented?                                                                                                                                                                                                                                                          |
| EDUCATOR           | What is the difference between educational systems in states that score in the top ten on the National Assessment for Educational Progress test and those that score in the bottom? Is there a plan to share the success stories of the top ten with the bottom ten states? Since funding can not be the source of all successes, what is?                                       |
| EDUCATOR           | With the emphasis of connecting classrooms to the Internet, how can our public school children be protected from the harmful aspects of the Internet without infringing on the availability of material for higher educational institutions or the constitutional right of freedom of speech?                                                                                    |
| EDUCATOR           | With the recent ruling on E-rates, over 2 billion dollars were made available for communications and Internet connections in schools and libraries. As of now, this is on a first come-first-served basis. Will these funds be made available again and how can equity in distribution be guaranteed?                                                                            |
| EDUCATOR           | The International Reading Association, the National Council of Teachers of English, the National Council for Teachers of Mathematics, and the Music Educators National Conference have worked to produce Standards for the English Language Arts, mathematics, and the arts. Are you working with these educational organizations in your call to action for American Education? |
| EDUCATOR PRINCIPAL | Educational Summits, National Initiatives, Governor's Conferences on Education have set goals for the educational community. What can the state, county, or local school systems do to implement these goals?                                                                                                                                                                    |
| EDUCATOR PRINCIPAL | The United States has a high rate of teen pregnancy. What ideas do you have to address this problem?                                                                                                                                                                                                                                                                             |
| EDUCATOR PRINCIPAL | I am a school principal. I want to be accountable as an educator and be a part of the "village" to help raise the children. What assurances can you give me that I will be allowed to do this?                                                                                                                                                                                   |



|                        |                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| BUSINESS               | What can businesses do to help the educational community to stay up to date with the major technological advances that are occurring today?                                                                                                                                                                                                                                                                          |
| BUSINESS               | This school in which we sit today has over 20 business partnerships, our county probably leads the state in the number of partners per school. As a partner in education and a school to work place provider, how can I assist the students who pass through my place of business with the rising costs of college tuition? Could a national program of tuition credit for workplace experience be established?      |
| BUSINESS               | I am a business owner. I want to open up my business to the schools to work program. How can you help me to face the liability issue to bring students into the workplace?                                                                                                                                                                                                                                           |
| BUSINESS               | How do we provide equity in facilities and opportunities for all students across the country?                                                                                                                                                                                                                                                                                                                        |
| BUSINESS               | How can local and state government work more closely with federal government to provide greater efficiency in financing our schools and its programs to move into the 21 <sup>st</sup> Century?                                                                                                                                                                                                                      |
| BUSINESS               | Could there be tax relief for those small businesses which provide opportunities for our students via job shadowing, mentoring or apprenticeships?                                                                                                                                                                                                                                                                   |
| BUSINESS               | I want to have a greater role in my community to provide a quality educational system. What ideas do you have that would allow the business community to become more involved? What role should the business community have in setting the standards of instruction for a school to address the needs of the students?                                                                                               |
| BUSINESS               | You have seen many educational programs across the world. In your opinion, how does the US compare, and what do we need to do, or continue to do, to be the best in the world that meets the needs of all students?                                                                                                                                                                                                  |
| BUSINESS               | Businesses are embracing technology in the work world. However, small businesses certainly do not have resources to expand technology to its greatest potential. Students will be coming into the work force, perhaps qualified as technologically elite workers. How can business keep up and stay in the black?                                                                                                    |
| BUSINESS               | As a business owner, how can I work with colleges and universities to ensure that graduates have the business skills needed to enter the work place?                                                                                                                                                                                                                                                                 |
| BUSINESS               | I am an employer and need well-rounded and trainable employees. I am unable to expand and update the skills of my employees because of limited capital resources. Should the government be a partner in providing assistance for employee training in the private sector and to help me update and expand the skills of my employees? Is it feasible to work with the education system in providing this training?   |
| EDUCATION<br>HIGHER ED | You have called upon colleges to commit half of increased funding for work-study to support community service jobs. In specific instances, that implementation has begun in WV. What assistance or attraction makes the community service work study feasible both economically and logistically for varying colleges to be involved? Is that increased funding then being minimized by the service job requirement? |
| EDUCATION<br>HIGHER ED | Thanks to the excellent cooperation between higher education and public secondary education in our region, we have been able to provide articulation agreements which allow high school students to complete numerous hours of college credit while still in high school. Do you see this reciprocity possible on a national level?                                                                                  |

|            |                                                                                                                                                                                                                                                                                                                                                            |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOVERNMENT | What is the federal government's responsibility to public education in America and how does government fulfill that responsibility without becoming the "big brother" that seems to permeate our society today?                                                                                                                                            |
| GOVERNMENT | West Virginia and her citizens and many of our students suffer from the lack of proper medical attention. Will a national medical bill be forthcoming to provide medical care and/or insurance at affordable rates?                                                                                                                                        |
| GOVERNMENT | I don't want to see a raise in taxes, but I want the federal government to play a stronger role in helping the local and state educational systems meet established goals and to help the student be prepared for the work force. How can this be done without raising taxes?                                                                              |
| GOVERNMENT | Part of the school construction initiative says that states will administer the subsidies and that funds will be allocated for districts with the largest number of poor children and that state participation is voluntary. Can a local district apply directly to the US Department of Education if the state government has elected not to participate? |
| PARENT     | Educational equity for all children is my concern. How does a rural child have the same opportunities to score well on a national test as an urban child with possibly more opportunities?                                                                                                                                                                 |
| PARENT     | What will be the government's role in making sure that my preschooler will be able to read by the fourth grade? How can that be monitored before he reaches the 4 <sup>th</sup> grade?                                                                                                                                                                     |
| PARENT     | Your call to action wants to make sure our schools instill basic American values. What are these values, and how do you plan to make this happen?                                                                                                                                                                                                          |
| PARENT     | Since the crime rate is steadily decreasing, we need to continue to address the root causes of crime such as illiteracy, poverty, joblessness and prejudice. What programs are we initiating to address these problems, especially literacy?                                                                                                               |
| PARENT     | How can you be a role model to the children and parents to motivate Americans to read and write on a daily basis?                                                                                                                                                                                                                                          |
| PARENT     | How does your administration plan to address and emphasize the importance that good nutrition plays in the ability of the child to learn?                                                                                                                                                                                                                  |
| PARENT     | How will our schools meet the total needs of our students to make well rounded, individuals who are emotionally, socially, and physically prepared? My concern is that we do not produce students who are just technologically and academically prepared.                                                                                                  |
| PARENT     | What is the status of the availability of tax credits to parents who have providing their children a private education through home schooling, charter schools, parochial or other private schools?                                                                                                                                                        |
| PARENT     | We are a middle income family with two children in college. What can the government do to help? We know plans are in the works to offer financial assistance or tax credits. When can we expect these?                                                                                                                                                     |
| PARENT     | Do you agree that volunteerism makes a difference in schools? What can be done to allow volunteers to become actively involved in the educational process while at the same time protecting the safety and privacy of the students?                                                                                                                        |
| PARENT     | I am a parent and it's been a long time since I've been in school. I lack a lot of the necessary skills to help my child receive the best possible education. Do you have any suggestions for me or for the educational community to help others like me?                                                                                                  |
| PARENT     | Through school consolidations, many technological expansions are economically feasible because funding can be focused on one location. This availability enables                                                                                                                                                                                           |

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | the concept of consolidated schools to flourish. However, we know that a school can get too large. Is there a maximum cap on the size of a school before it expands into a gargantuan proportion?                                                                                                                                                                                                                                                                                 |
| PARENT                         | What is your vision for the use of the Internet in the everyday classroom?                                                                                                                                                                                                                                                                                                                                                                                                        |
| PARENT                         | How can a fourth grader be assured of a successful future?                                                                                                                                                                                                                                                                                                                                                                                                                        |
| STUDENT                        | How can I be assured that what I am learning will prepare me for my future in the job force or for post high school education or for even the many career changes that economists say I'm going to have to make?                                                                                                                                                                                                                                                                  |
| STUDENT                        | Robert C. Byrd is a wonderful facility, but it's the students and teachers that count. How can you safeguard that students do not become less important than buildings and technology?                                                                                                                                                                                                                                                                                            |
| STUDENT                        | We all realize that government can only do so much when it comes to education. While it can build new schools, fund various programs, and raise national standards, its powers are limited when it comes to advancing personal motivation and achievement among students. I see the lack of individual will and desire to succeed in school as a major problem facing our country today and my question is: How do we develop positive attitudes among students toward education? |
| STUDENT 12 <sup>TH</sup> GRADE | One of your statements in the educational action plan is to make sure there's a talented teacher in every classroom. I would be a good teacher, but will probably not choose to be a teacher because of the salary. Is there anything the government can do to make the salary of teachers greater to attract talented and capable students?                                                                                                                                      |
| STUDENT 12 <sup>TH</sup> GRADE | One of the areas of education that is extremely important to me as a student is in the fine arts. It has helped me to develop discipline and an ability to appreciate the classic and modern works in music, art and theater. My question to you is "What are your feelings regarding the importance of the arts in the school system today and why is it not included in your ten points"?                                                                                       |
| STUDENT 12 <sup>TH</sup> GRADE | In light of the school to work initiative, students are going to be able to job shadow. What if the area I live in does not allow me the opportunity to experience the area in which I'm interested? What's going to be done to allow me to pursue this area of interest?                                                                                                                                                                                                         |
| STUDENT 12 <sup>TH</sup> GRADE | Many students in this area are from welfare assisted families. How does your welfare reform program plan to continue to help those who are needy and at the same time shift responsibility from government to the people?                                                                                                                                                                                                                                                         |
| STUDENT 12 <sup>TH</sup> GRADE | As a senior, I am preparing for the next step in my education--college. I know that I will be relying on federal programs including the work-study program, as well as federal loans, and grants to pay for my education. With such a considerable dependence on federal aid, my question is "Can I be assured of these funds in the future"?                                                                                                                                     |
| STUDENT 12 <sup>TH</sup> GRADE | I'd like to have more say in the classes I take. Why aren't there more choices for me to take based on my needs or interests instead of set curriculum offerings?                                                                                                                                                                                                                                                                                                                 |
| STUDENT 4 <sup>TH</sup> GRADE  | How does what I'm learning in my fourth grade class compare with what another fourth grade student is learning in California, New York, or even Japan?                                                                                                                                                                                                                                                                                                                            |
| STUDENT 4 <sup>TH</sup> GRADE  | I would like for my parents to be at home with me to help me in the evenings. But they have to work and can't be there to help me. There is an after-school program at my friend's school. Will there be any money to have after-school programs at other schools like mine?                                                                                                                                                                                                      |

|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STUDENT 8 <sup>TH</sup><br>GRADE | Why do I go to school for twelve years and other students in other countries go to school for 13 or 14 years. Do some of us need more than 12 years to be ready for the job force?                                                                                                                                                                                                                                                                                                                                                                 |
| STUDENT 8 <sup>TH</sup><br>GRADE | Why do we have to compare me with students in other places? How are the results going to be used?                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| STUDENT 8 <sup>TH</sup><br>GRADE | Why did you choose Harrison County West Virginia for this first education town meeting?                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| STUDENT 8 <sup>TH</sup><br>GRADE | I saw on the news about people walking into schools and shooting students. How can I be sure that my school is safe?                                                                                                                                                                                                                                                                                                                                                                                                                               |
| STUDENT HIGH<br>SCHOOL           | One of the 10 principles in your Call to Action for American Education plan challenges every state to adopt and implement some form of national testing to raise educational standards. However, it seems by the time we reach the age of 8, we have all been tested, rated, ranked, and virtually stamped for the rest of our education with a particular score or grade that allows us to be easily sorted and separated. What provisions do you feel should be made to insure that these standardized tests do not inaccurately label students? |

Office of Domestic Policy Initiatives  
Corporation for National Service

## Fax Transmittal Sheet

CORPORATION  
FOR NATIONAL  
SERVICE

Number of Pages (including cover sheet) =

4

From: Julie Demeo

phone: 202-606-5000, ext. 132

fax: 202-565-2781

TO:

Mike Cohen

Bill Kincaid

FAX:

456-7028

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COMMENTS:

1201 New York Avenue, NW  
Washington, DC 20525  
Telephone 202-606-5000

Getting Things Done.  
AmeriCorps. National Service  
Learn and Serve America  
National Senior Service Corps

May 20, 1997

MEMORANDUM FOR MIKE COHEN  
DEBBIE FINE

FROM:

DEBBIE JOSPIN *DJ*  
SUSAN STROUD *SS*

SUBJECT:

AMERICORPS READING PROGRAM IN WEST VIRGINIA

Attached is a brief description of the Energy Express feeding and reading program administered by the West Virginia University Extension Service. The program relies on over 300 AmeriCorps members to serve children as mentors and tutors, and to recruit parent to be volunteers at each of the Energy Express sites.

For further questions please contact the program director Ruthellen Phillips (West Virginia University Extension Service) at 304-293-2694, or AmeriCorps Program Officer Betty Platt at 202-606-5000, extension 422.

### Energy Express AmeriCorps

The Energy Express AmeriCorps Program promotes the school success of low-income children, ages 5 - 12, by providing summer learning experiences and nutrition, partnering with parents and the community, and engaging college students in community service. School sites are selected in communities where 50 - 90% of the children live in poverty. Seventy-five percent of the children who participate in the program are in 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> grades.

Last summer, the Energy Express program operated at 38 sites in 28 counties, serving 1,600 children. AmeriCorps Members mentored 671 children in fifteen of those sites. In the coming summer, the program will engage 335 AmeriCorps Members and 25 AmeriCorps VISTA Summer Associates in serving 2,600 children at 55 sites. Based on previous experience, we expect that more than 70% of the children will increase their reading comprehension and word identification. Students and their mentors receive two nutritious family-style meals each day.

Program partners include the West Virginia University Extension Service, the West Virginia Commission on National and Community Service, the Governor's Office, the Department of Education, the West Virginia Library Commission, and the Claude Worthington Benedum Foundation.



Energy Express is a six-week summer program to promote the school success of children living in rural and low-income communities. In communities across the state, Energy Express is producing amazing results for West Virginia children. Parents, schools, and community partners have joined forces with state agencies and organizations to make Energy Express a success.

Each day small groups of five to eight children work with college student mentors. Using a curriculum that encourages reading, mentors guide the children through enriching experiences that make reading meaningful in their lives — writing and performing plays, reading aloud, creating books, and reading silently. Creative and exciting art activities help make reading come alive. Each week every child receives a free book to take home and keep.

Mentors and children share breakfast and lunch served family-style. These nutritious meals become important learning experiences as children learn to make choices, to assume responsibility, to cooperate and to engage in group discussions.

## Growth

|      |                                                                          |
|------|--------------------------------------------------------------------------|
| 1994 | 2 sites<br>2 counties<br>85 children<br>13 college student mentors       |
| 1995 | 16 sites<br>11 counties<br>875 children<br>106 college student mentors   |
| 1996 | 38 sites<br>28 counties<br>1,600 children<br>251 college student mentors |

## 1996 Energy Express

1,600 School age children  
162,400 hours of educational enrichment  
92,800 nutritious meals  
9,600 take home books  
251 college students  
serving as role models for children  
engaging in important community service  
"Getting things done" to improve the life of the community

## Local Partners include:

|                           |                          |
|---------------------------|--------------------------|
| Boards of Education       | Extension Homemakers     |
| Businesses                | Family Resource Networks |
| Churches                  | Libraries                |
| Community Action Agencies |                          |

## State Partners

The Governor's Office  
The Claude Worthington Benedum Foundation  
Coalition for West Virginia's Children  
Federal college work study program  
Bridgewater (VA) College  
Fairmont State College  
West Virginia University  
Wheeling Jesuit College  
Governor's Cabinet on Children & Families  
West Virginia Bureau of Employment Programs  
JTPA/Governor's Summer Youth Program  
West Virginia Coalition on Food and Nutrition  
West Virginia Commission for National and Community Service — AmeriCorps  
West Virginia Department of Education — Title I and Child Nutrition  
West Virginia Department of Education and the Arts  
West Virginia Department of Health and Human Services  
West Virginia Education Fund — Read Aloud West Virginia  
West Virginia Library Commission  
West Virginia University  
West Virginia Extension Service

## Project Director

Ruthellen Phillips  
West Virginia University Extension Service,  
Division of Family and Youth Programs  
616 Knapp Hall; PO Box 6031  
Morgantown WV 26506  
304-293-2694 / 304-293-7599 (Fax)



TO MIKE COTTEN  
 BILL KINCAID  
 FROM REGAN BURKE

ATTACHED FIND WV/HARRISON CNTY SCHOOLS  
 REPORT CARDS FOR 95-96, 93-94, 91-92, 92-93,  
 91-92

|         | LOST CREEK ELEMENTARY (TITLE I) |            |            |              |
|---------|---------------------------------|------------|------------|--------------|
| Grade 3 | TOTAL LANG.                     | TOTAL MATH | TOTAL READ | PAASK SKILLS |
| 95-96   | 76                              | 89         | 82         | 85           |
| 94-95   | 66                              | 95         | 75         | 84           |
| 93-94   | 62                              | 75         | 59         | 66           |
| 92-93   | 68                              | 79         | 80         | 76           |
| 91-92   | 72                              | 59         | 88         | 75           |
| Grade 6 |                                 |            |            |              |
| 95-96   | 81                              | 87         | 73         | 82           |
| 94-95   | 80                              | 79         | 75         | 80           |
| 93-94   | 59                              | 63         | 62         | 63           |
| 92-93   | 72                              | 76         | 67         | 73           |
| 91-92   | 56                              | 51         | 45         | 44           |

Wow

HVIA  
More  
Cm 106  
Page

Vincaid

Bill

Leeson

Test score?

**ROBERT C. BYRD HIGH SCHOOL  
CLARKSBURG, WEST VIRGINIA**

The Harrison County Board of Education envisioned Robert C. Byrd High School as the high school for the twenty-first century in North Central West Virginia.

- A "classroom of the future" is home to a virtual reality laboratory. The school includes a teleconferencing site in conjunction with the West Virginia Department of Administration. RCB has a downlink satellite, provided with grant funding, and offers distance learning.
- RCB is the county's center for magnet programs. These include Advanced Placement courses in English Literature, Calculus, Spanish, U.S. History, Studio Art, Art History, and Computer Programming; college credit courses for high school seniors in English, chemistry, history, and political science; and other one-of-a-kind courses such as microbiology with an accompanying externship at the local hospital.
- The Junior Reserved Officers Training Corps "Eagle Battalion" numbers 114 cadets who receive daily instruction in military subjects. The group has received the U.S. Army's Honor Unit with Distinction certificate for achievement in academics, leadership, and community service. Two full-time military instructors conduct the program.
- The Theatre Department is proud of its commitment to the performing arts. An estimated 110 students will participate in theatre classes during the 1997-1998 school year and in the varied experiences of acting, costuming, set design and construction, light and sound design, publicity, and management. The school's entry in the West Virginia Thespian competition was designated an outstanding show and invited to the International Thespian Conference. Several students won top honors. The 675-seat theater boasts a huge stage with an orchestra pit, appropriate sound and lighting, and storage space. Complementing this area are the dressing rooms and scene shop with loading dock. Not only is the theater a tremendous boost to the already successful theater program, but it also offers the entire community an excellent resource.
- The instrumental music program consists of five major ensembles with more than 200 participants: Symphonic Band, Concert Band, Jazz Ensemble, Percussion Ensemble, and Orchestra. Directors foster the kind of music appreciation and understanding that will be effective in the life of a student and encourage sensitive musicianship with breadth, depth, and permanence. Accomplishments range from superior ratings at festivals to performances

School - two  
all high to  
Consortium

for local and state civic groups.

- Students in the school's Art Department are consistent winners in shows and competitions, local, state, and national. Many of these students have developed successful careers in different facets of the fine arts.
- Robert C. Byrd High School is very active in the Harrison County School Improvement Council in planning and carrying out activities in conjunction with Senate Bill 300: Jobs Through Education.
  - Job Shadowing: The City of Clarksburg held a shadowing day in all facets of city government. Students participated by shadowing the mayor to working on street maintenance.
  - Work-based Learning: In this pilot effort, students select one career cluster and participate in two work-based experiences in two different majors, along with one block of community service.
  - School-based Enterprise: An in-school retail store will open soon where marketing education students may experience the various components of business.
  - Apprenticeships: RCB currently has two apprenticeships with Bell Atlantic and will offer apprenticeships with Grumman Corporation, Pratt-Whitney Aircraft, and WDTV-TV.
  - Freshman Academy: Interested parents of the incoming freshmen will attend a two-day orientation and then volunteer ten hours of service.
- RCB's Teen Parenting Class responds to the call to keep teen-age parents in school. The class emphasizes balancing the responsibilities of parenthood and school work with various means of support such as weekly counseling sessions, a Speakers Bureau of community business volunteers, and transportation of students and babies to school and day care. The parents and their children attend a special recognition breakfast. The drop-out rate for teen parents in this school in 1992-1993, prior to the parenting program, was 41 percent; by 1996-1997, that has seen an impressive reduction to 10 percent.
- Robert C. Byrd High School is developing a Community Environmental Learning Center at to enhance learning with an outdoor laboratory for creative projects and activities which reinforce the concepts of environmental education. As a magnet program, the Community Environmental Learning Center will be available to all students and teachers in Harrison County. In addition, non-profit groups for youth, senior citizens, the handicapped, and various environmental purposes will have access to this outdoor lab. The

*artist-in-residence*

*School-to-work*

*Hooked on fishing*  
*Handicapped fishing*

course will present a curriculum in which students conduct self-directed investigations of environmental issues to make them aware of their responsibilities to the environment and to prepare them for possible study/career opportunities in environmental technology. Specific objectives are to use the environment for in-depth investigation of environmental concerns; to collaborate with environmental and government agencies to enhance resources; and to inform the community about environmental issues.

- Tri-County High School and the Transitional School are alternative education programs in partnership with Robert C. Byrd High School. Both programs work with students at-risk of dropping out of or being expelled from school. These programs assist students in remaining in school, improving achievement levels in classes, decreasing absences, improving self-concept, gaining control of behavior, and transition back to the home school.
- The Clarksburg Police Department has established an office at RCB as part of the city's partnership with the school. This pro-active initiative is developing friendship and mutual respect between officers, students, staff, and community. Staffed by the Juvenile Diversion Officer of the department, this is the first such office in a West Virginia school established for a pro-active rather than a reactive purpose.
- Harrison County Schools utilizes administrative networking with the WVEIS Information System, providing a link with Regional Education Service Agency VII and with the West Virginia Department of Education.
- Clarksburg is a center for Bell Atlantic fiber optics capabilities. Bell Atlantic is a supportive Partner in Education with Robert C. Byrd High School.
- RCB's location in Clarksburg in the center of Harrison County School make it especially attractive as the academic center for Harrison County.

Harrison County Schools is striving to make this facility and its curriculum exemplary examples of what is possible in secondary education today. Many years of hopes and plans culminated in this building made possible by the citizens of Harrison County passing a bond which added to their tax burden but demonstrated their commitment to their children's future.

Robert C. Byrd High School is a consolidation of two high schools in Clarksburg with a current student population of more than 1000, which is expected to increase by 25 to 30 percent within the next ten years. Such growth is anticipated in the size of the building — 189,019 square feet — and in its supporting amenities such as a well-equipped media center.

World School Project

- RCB has five computer labs for general use in addition to two computer labs for the business department. In addition to school-wide Internet access, all classrooms are computer-equipped.
- RCB also has a television production studio, not yet equipped, which may be developed into a Harrison County Schools channel offering 12 to 24 hours of daily programming through the cable system. Programming could include plays, concerts, and sporting events originating in the county schools.
- Technology Education offers the most up-to-date curricula for construction, transportation, communication, and manufacturing, in addition to architectural and mechanical drawing and computer aided drafting.
- Two greenhouse areas provide the botany class with a laboratory.
- With seats for eighty, the large-group instruction room provides the ideal space for faculty meetings, community meetings, and West Virginia University classes. RCB is the university's off-campus extension center.
- The 1996 football season inaugurated the on-site stadium which seats 7500 and the activities building. The gymnasium seats 2000.

|                                                      |                        |                     |
|------------------------------------------------------|------------------------|---------------------|
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| To <b>Mr. Little</b>                                 | From <b>LB Palumbo</b> |                     |
| Co.                                                  | Co.                    |                     |
| Dept.                                                | Phone #                |                     |
| Fax #                                                | Fax #                  |                     |

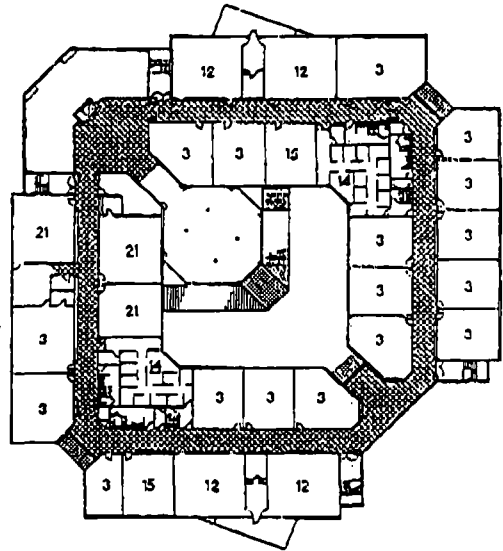
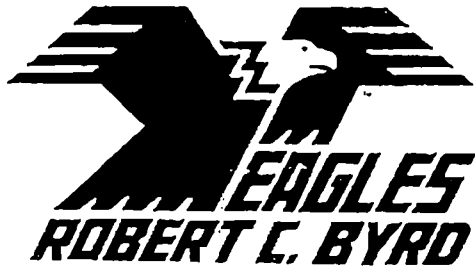
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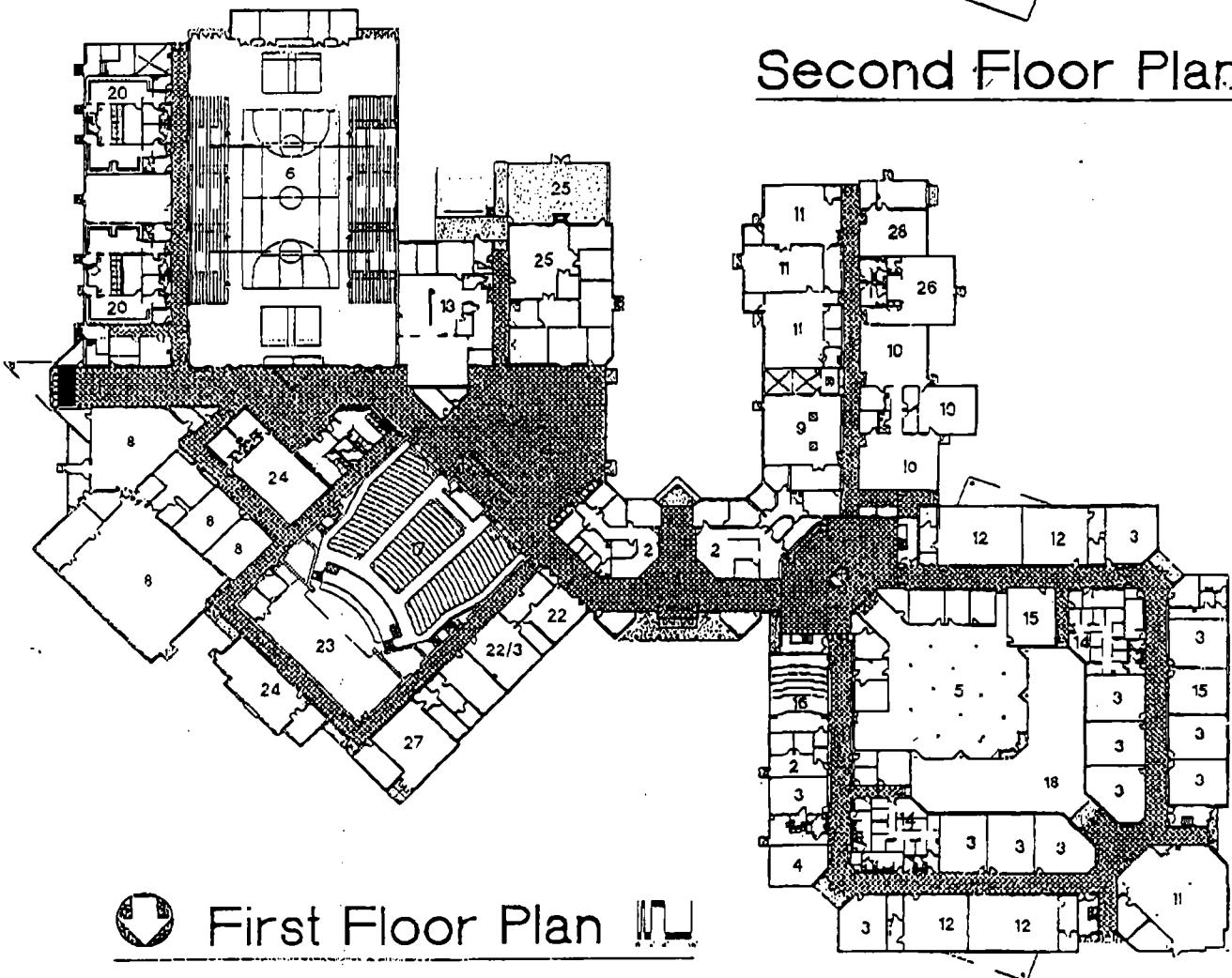
DATE: MAY 15 1997

RE RCBHS DRAFT

A handwritten signature, possibly reading "Laf.", is written in dark ink.



Second Floor Plan



 First Floor Plan 

Robert C. Byrd High School

  
**GANDEE  
 PARTNERS**  
 ARCHITECTS



## ROBERT C. BYRD HIGH SCHOOL

SEE ATTACHED A

Outstanding example of adaptive re-use of abandoned 100-acre strip mine, master planned to support a 21st century state-of-the-art educational and community learning center.

Joint effort through support of local community bond funds, WV Department of Transportation access road funded under the direction of Governor Caperton, local business partners and a future positive-thinking Board of Education led by Superintendent Robert E. Kittle combined strong support lent by Senator Robert C. Byrd allowing this educational learning center to be named in his honor created pride, respect and desire by community and businesses to be a part to see the educational learning center to completion.

Adapted use of normal mine water runoff, captured with a retention lake re-defined this natural area to become environmental wetlands, maintained to support science, biology and agriculture curricula.

Planning for lifetime learning was accomplished through intensive planning process involving students, teachers, parents, administrators, business partners, state agencies, Board of Education and superintendent working with Gandes and Partners, Architects in creating educational specifications and school design.

Educational specifications stressed the site and school needs for maintaining community history and accommodating a wide variety of activities and programs significant to the area and especially "a place for the community to meet or continue educational opportunities" while providing integrated instructional design curriculum center about technology and global learning experiences.

Since the City of Clarksburg was without civic event and arts facility centers, Robert C. Byrd High School was to include spaces capable and flexible for events and performing arts centered to deliver these services were

- Performing arts auditorium seating 625 with orchestra pit; full stage with fly area, back stage for staging use, drama classroom, dressing rooms and adjacent band and music areas.
- Performing TV studio with control booth, instructional electronic classroom. Studio tied to technology system for filming or performing arts activities, TV broadcast throughout building or other county schools.
- Dining/commons area used for crowd gathering in support of performing arts and gym events.
- Multi-use gym with over \_\_\_\_\_ sq. ft. capable of hosting any number of events in addition to educational, physical education and school varsity college size basketball court. Bleacher seating is capable of moving to create center stage or arena activities. Special design attention was necessary to control environment and sound for the wide variety of uses.
- School corridor widths were increased, designed with offsets and angular to increase interest allowing adequate space for student movement between classes. This same space now can double to accommodate arts and craft shows, art display, etc.
- Library was centrally located as the heart of the school and technology system for community use. Library is near main entry.

Integrated educational curriculum centered on student learning through team structure organized on a department basis would require improved planning and communications integrating science, math, language arts, social studies, the arts, principals of technology. To accomplish this curriculum, a well designed technology plan capable of flexibility to change to the latest available was necessary.

- Technology infrastructure integrated throughout the school.
- Fiber optic computer backbone T connection to the multi-zone network.
- A plan for the integration of technology in all areas of the curriculum.
- A plan for the delivery of voice, data and video throughout the school.
- A plan for acquisition and replacement of hardware and software.
- A plan which addresses the ongoing training of staff and students.
- A support plan which provides for both technical support and ongoing maintenance.
- The initial design concept included integrating computer technology throughout the school, providing four computers in each classroom, but easily expandable to eight in the future.
- Five centralized computer labs, one each located in the math/science, language arts/social studies, business areas, a centralized lab adjacent to the media center, and a mini-lab within the media center.
- Centralized video distribution system controlled at the media center, and tied into a satellite downlink system and the building's television production studio.
- A built-in control center is located in the front classrooms housing television monitors, voice communication devices, computer and electrical outlets and also providing classroom storage.
- School-wide electronic security system.
- The building's HVAC system, although controlled from individual classrooms, is electronically monitored by a centralized computer accessible from both the on-site maintenance staff as well as the county office.

Joint effort through support of local community bond funds, access road funded by WV Department of Transportation under the direction of Governor Caperton, local business partners and a positive-thinking Board of Education led by Superintendent Robert E. Kittle, combined with the strong support lent by Senator Robert C. Byrd allowing this education learning center to be named in his honor, created pride, respect and desire by the community and businesses to be a part of the project and to see the educational learning center to completion.

ATTACHED A

# **HARRISON COUNTY SCHOOLS**

## **An Overview**

- I. MISSION STATEMENT:** The Harrison County School System is committed to providing learning opportunities in an appropriate environment which allow all individuals to grow to their greatest potential.

## **II. GOALS:**

- A. To provide appropriate and effective programs and experiences for Harrison County students.
- B. To encourage continuing and expanding community involvement and support for all educational programs.
- C. To improve and expand the exchange of open and effective communication within the school system and with its public.
- D. To provide, motivate, train, and retain competent and caring staff to achieve the mission.
- E. To provide and utilize school facilities, equipment, and services to best accomplish the mission.
- F. To provide a continuous evaluation of programs, policies, and administrative procedures to assess effectively the Harrison County Annual Improvement Plan for Excellence.
- G. To secure and utilize effectively the available financial resources necessary to accomplish the mission.
- H. To provide positive leadership which inspires maximum effort by staff, students, and community.

## **III. PROGRAMS**

### **A. Technology**

1. In October 1996, the U.S. Department of Education awarded the West Virginia High Technology Consortium Foundation and nineteen partners an Education Technology Challenge Grant. "Your Future in West Virginia . . . Growing Together" is the project title for the \$4.1 million grant, which will be funded over a five year period. Harrison County Schools is one of the partners who is benefiting from this grant which focuses on increasing computer skills of students, teachers, and community members, impacting 55,400 students and 100,000 community members in the nine participating counties. The grant will also fund the creation of Technology Opportunity Centers in each participating county. Bridgeport High School houses the first Harrison County Center. During the school day, teachers and students will use the lab for learning basic computer skills and to develop career decision skills. In the evenings, this lab will provide computer training with a career focus to students, parents, and community members.
2. A \$1 million lease/purchase agreement in 1992 allowed Harrison County Schools

to buy computers for schools. A second lease/purchase in 1994 allotted another \$1 million for computers. By 1999, \$4.8 million will have been spent for technology in our schools.

3. In addition, the school system has received several technology grants. A successful proposal for more than \$25,000 provided a virtual reality laboratory for Robert C. Byrd High School's "Classroom of the Future." where staff development workshops will train teachers to use virtual reality concepts to expand their teaching skills.
4. Another grant totaling \$350,000 from the U.S. Department of Commerce will provide alternative educational programming consisting of 2-way interactive instruction to the 12 county school systems in RESA VII. The sites will provide instructional and support services to students requiring placement in an alternative learning environment.
5. Harrison County is one of three sites nationwide working in partnership with Josten's Learning Corporation to develop interactive media and computers to help students improve math, reading, and thinking skills. This program is the first in the nation to include K-12. Robert C. Byrd High School, Washington Irving Middle School, and Nutter Fort Elementary are national demonstration sites in addition to the Governor's Basics Skills programs throughout the county elementary schools.
6. Robert C. Byrd High School has been selected as a video conferencing site by the West Virginia Department of Administration, one of eight such sites in the state equipped for conferences through interactive video using high speed telephone lines.

#### B. Exemplary Programs

1. A program which looks to the future is one in collaboration with Fairmont State College which offers college-level courses to high school seniors. Some county students are earning 20 hours of college credits, which saves parents between \$4000 and \$6000—the equivalent of a substantial scholarship.
2. Advanced Placement courses are another means by which students may earn college credit while in high school. They may take challenging courses in English Literature, calculus, American history, Spanish, and studio art.
3. The newest initiative in West Virginia schools has been mandated by the Jobs Through Education Act. Harrison County Schools received funding for \$135,000 from the West Virginia Department of Education for the initial effort to implement requirements and an additional \$80,000 to continue the initiative. Jobs Through Education gives primary emphasis to math, reading, writing, and computer skills through eighth grade along with career awareness and career exploration. In grade 8 students will select a career cluster. While they continue strong academic programs, they will also acquire work-based experiences related to their career majors.

4. Tri-County High School and the Transitional School are alternative education programs in partnership with Robert C. Byrd High School. Both programs work with students at-risk of dropping out of or being expelled from school. These programs assist students in remaining in school, improving achievement levels in classes, decreasing absences, improving self-concept, gaining control of behavior, and transition back to the home school.
5. Grade reconfiguration to K-5, 6-8, and 9-12 has promoted the concept of the middle school—that school that acknowledges the special needs and characteristics of preadolescents in grades 6-8. The middle school provides a more nurturing environment to help children make a successful transition from elementary to secondary school. Middle schools emphasize hands-on, applied learning experiences that include communication, critical and creative thinking, and study skills. Students are beginning high school with improved organizational skills and self-discipline.
6. United Technical Center is offering Aviation Maintenance, certified by the FAA. That program now has 41 students enrolled.
7. High Schools That Work
8. Junior Reserve Officers Training Corps
9. Artist in Residence

#### C. Supplementary Programs

1. Academic Achievement Program
2. Healthy Schools
3. Harrison County has implemented Reading Recovery, a Chapter I program. Reading Recovery is an early intervention based on research that the longer a child fails, the harder remediation becomes. Using early intervention before failure is established reduces problems later in school. With this special instruction, children learn to untangle their confusions and learn to read and write better. Reading Recovery will eliminate the need for remediation for many students now and in the future.
4. Even Start provides integrated educational services to families of disadvantaged preschoolers. Focusing on the family as a unit, this program assists children in reaching their full potential as learners, helps parents become full partners in the education of their children, and provides literacy training for parents.

#### **D. Comprehensive Drug Prevention Curriculum**

1. Hooked on Fishing—Not on Drugs
2. Project DARE
- 3.

#### **E. School—Business—Community Partnerships**

1. Each Harrison County school has one or more partnerships with a business, industry, or governmental agency that encourages support of education and offers additional opportunities to students.
2. Partnerships often showcase student achievement and strengthen the school system by providing insights on preparing students.

#### **IV. INDICATORS OF SUCCESS**

- A. Schools in Harrison County received a number of commendations as a result of last May's accreditation on-site review conducted by the West Virginia Department of Education.
- B. The system has a very high college entrance rate of 76 percent.
- C. Three schools—Norwood Elementary, Lost Creek Elementary, and United Technical Center—are the county's most recent to receive the designation of West Virginia Schools of Excellence. Norwood is also a Blue Ribbon School, selected for its exemplary attainment of local, state, and national goals.
  1. *Very Important Kids in Norwood Grade School (VIKINGS)* meets academic, social, emotional, and physical needs of all students. Teachers, counselor, school health nurse, and the principal meet weekly to discuss student/family concerns and plan programs or interventions within the classroom and community. Support groups are in place to deal with issues of divorce, self-acceptance, and grief. "Circles of Friends" provide peer interaction to improve social skills. Other components involve connecting parents to community resources, Title I projects, and a model inclusion program.
  2. Lost Creek Elementary School has received the designation Outstanding Title I School in the Title I Distinguished Schools Recognition Program. An overview of Lost Creek's Title I program reveals that it touches every student's educational life whether during class time, family activities, or community projects. The two teachers individualize instruction while both day time and evening activities bring parents to the school. Family Connections is an important Title I component. Preschool children



participate in activities which promote social relations, music, language, logic, and math skills while their parents learn about parenting needs, job skills, computers, volunteering, and GED study, if applicable. The Title I Planning Team has developed enrichment opportunities for teachers as well as for students. Regular classroom teachers meet with Title I teachers each month to design strategies to meet students' needs. Evaluation of the program has proved rewarding as test scores have improved along with writing and reading skills.

## **Lost Creek School Title I Distinguished School Award 1997 and 1996 School of Excellence Award**

At Lost Creek School, Title I touches every student's educational life. As a school-wide entity, four Title I teachers network with fellow teachers, staff, community, county and state to nurture and ready all children for educational avenues leading to the twenty-first century. Lost Creek School holds to the belief that small school/community size in no way relegates or limits the power of possibility and student achievement.

Lost Creek Title I's objective is simply *to educate the child from cradle to college*. Its vast success is due to a three-word philosophy: *total parent involvement*. Lost Creek Title I has shifted the mindset of the school as the primary source of learning to one in which *parent and school* form a bond that begins with parents as the child's first and foremost teacher. Through this clear connection, Title I has been parent-empowered, and its unique program offerings led to being named one of 100 national Title I Distinguished Schools last week in Atlanta, Georgia.

In addition to two school-wide instructors working with grades kindergarten through six to enhance reading, math, and writing skills, special Title I programs customize learning in diverse ways. Reading Recovery identifies and assists students on a one-to-one basis. Title I funding provided four additional computers this year for the school-wide technology lab. Math manipulatives, an "Action Math" Mobile Computer, book publishing, and daily parent involvement create success initiatives for every student.

Writing is stressed for pupil self-expression and emotional therapy. The "Adopt-a-Pet" component gives children multiple opportunities to learn about humane treatment of animals, animal career possibilities, and essay competitions. Lost Creek fifth-grader Johnna Hudkins, who won the "Kind Kids for Animals Writing Competition," met with Governor Cecil Underwood for Harrison County's "Be Kind to Animals" proclamation signing on May 8.

The Title I Family Connections Program enrolls area parents and their preschoolers, who attend school together. In its eighth year, Family Connections was the first family literacy program of its kind in West Virginia. Parent involvement occurs five days a week and parents have ownership in the program's goals and direction for their children.

While parents glean job skills training, GED instruction, and parenting enhancement, their preschool children learn from the High Scope curriculum model. Each day parents spend an hour working with their children in a component called PACT (*Parent and Child Together time*.) Creative thinking helps children discover new methods of problem solving at an early age. Computers are the integral part of each school day for both parents and children.

All four Title I teachers work to promote the parent as the child's first and foremost teacher. An adjunct program entitled "You're a Part of Us" promotes the school community by mailing T-shirt/tote bag packets and program information to area parents of newborns. This educational "welcome wagon" reminds families of the early, close bond that can exist between home and school. Title I focuses on *early intervention* for children; as well as *early invitations* to parents.

Lost Creek's mayor and the Clarksburg community network with Title I, providing both guest speakers, grant possibilities, and civic involvement opportunities. At Christmas,

## **Lost Creek School Title I Distinguished School Award 1997 and 1996 School of Excellence Award**

Page 2

Lost Creek School children filled 82 shoeboxes for the Franklin Graham ministries that were received in impoverished nations like Bosnia, Mexico, Panama, and Croatia. Thank you's from as far away as Panama have arrived at our school and been shared with the student body. Likewise, Family Connections parents filled approximately 20 holiday stockings for the Salvation Army at Christmas. Future charity work planned for 97-98 will include CASA and the Make-a-Wish Foundation. We strongly feel that children care about learning when we all learn to care.

Lost Creek's honors also encompass being named a 1996 state "School of Excellence." A close-knit community brimming with pride, our town was named one of the top five finalists in the "Best Small Town in America" contest. Within a diminutive, nearly centurion-aged red brick building beats the educational pulse of tomorrow. We educate the whole child and involve everyone in the process.

Student achievement is our proudest accomplishment. Our CTBS test scores are at the top of Harrison County in the state-tested third and sixth grades. Both levels are above the 80 percentile in Total Basic Skills, which is second best among Harrison County Schools. Our computer lab hosts reading, math, writing skills, Compton's Encyclopedia, CTBS enrichment, and language arts, with full Internet access.

Many students are second and third generation students of Lost Creek. Some teachers were former students here as well. Teachers evidence their commitment to the community in Church and civic groups, Sunday School instruction, historical society, city government and the Art Center and Humane Society. Lost Creek's 200 students embody the true essence of active learners. Learning extends well beyond the school day through conservation projects, community involvement, student charity work and community read-alouds, in collaboration with other area schools. Parents plan the read-alouds, and participate as story tellers, play cast members, and editors/publishers of take-home booklets. School-wide variety shows and plays are presented annually to the community, giving children a cultural extension and an aesthetic outlet for their emerging talents.

Our school's business partnerships include Kröger's and Wendy's Corporation. These companies work with the school, providing incentives and educational resources for our children. Our PTA has a strong link to our school, providing allotments per grade for student enrichment materials. Teachers meet monthly to assist any at-risk child, whatever the need may be. Also, teachers present programs to other schools regarding AIMS, computer technology, school-wide Title I implementation, and adult and family education.

Each fall many parents attend a writing/literature workshop, hosted by Title I, in which parent and child learn the steps involved in the writing process. A math and reading inservice provides hands-on manipulatives and resources for parents and guardians to utilize with their child. Homebound summer reading and activity programs have been successful in keeping strong the link between home and school learning possibilities.

Our students have solid annual showings in awards and contests, including finalists in "Hooked on Fishing, Not on Drugs"; "Be Kind to Animals Essay" - (county winner the past two years); American Woodsmen Civic Oration, and Math Field Day; Science and Social Studies Fairs.

**Lost Creek School Title I Distinguished School Award 1997  
and 1996 School of Excellence Award**

**Page 3**

**Over the next five years, the staff at Lost Creek foresees certain challenges represented by demographic expansion and resulting increased enrollment which will include multicultural diversity studies. Societal skills are and will be emphasized so that children can model respect, kindness, and tolerance for all. Working together, our children will be all that we empower them to be, with the needed skills to make appropriate choices, build solid careers, and reflect the highest achievement of the American dream.**

**Doug Robbins, Principal**

TOWN HALL MEETING  
PARTICIPANTS

TEACHER FROM LOST CREEK EL

READING SPECIALIST

LEXSANA PILEWSKI

S: 304/745.3129

H: 304/782.1133

STUDENT - HS - ARTICULATE

JEREMY THOMPSON

NATIONAL MERIT FINALIST

BRIDGEPORT HS

304/842.8678 (H)

STUDENT - 4TH GRADE - READER

HANNAH GALEY

NUTTER FORT ~~BE~~ INTERMEDIATE

304.623.4789 (H)

STUDENT - INTRO POTUS @ TOWN HALL

MARY HELEN SHIELDS

RCB HS

"MISS EAGLE" HIGHEST STUDENT AWARDED FOR ALL AROUND

304.622.4252 (H)

DANNY PHARES - INTRO POTUS @ Theatre

RCB HS

STUDENT BODY PRES

304.623.4847 (H)

# Results From The NAEP 1994 Reading Assessment

## — At A Glance

The ability to read and understand is essential to each citizen's informed and full participation in a democratic society. Interpreting the meaning of current events, learning the skills necessary for workplace success, evaluating the ideas expressed in various publications, or finding enjoyment in a book are examples of how reading affects what we do and who we are.

The importance of reading as a life-long activity underlies the need to monitor the progress of students' reading achievement. The National Assessment of Educational Progress (NAEP) has fulfilled this need on a regular basis for more than a quarter of a century. As a project of the National Center for Education Statistics (NCES), NAEP collects valuable information about what students know and can do, and regularly reports these findings to educators, parents, policymakers, and the general public.

The NAEP 1994 Reading Assessment was administered to national samples of students in grades 4, 8, and 12. National reading proficiency results are reported for students at each grade and within various subgroups of the population. State-level results are presented for individual states or jurisdictions that chose to participate in the 1994 Trial State Assessment. Trends in reading performance since 1992 are also reported for the nation and for jurisdictions that participated in both assessments.

Students' reading performance is summarized on the NAEP reading proficiency scale, which ranges from 0 to 500. In addition, results for each grade are reported according to three achievement levels: *Basic*, *Proficient*, and *Advanced*. The achievement levels are based on collective judgments about what students should know and be able to do in reading. The *Basic* level denotes partial mastery or prerequisite knowledge and skills that are fundamental for proficient work at each grade. The *Proficient* level represents solid academic performance and demonstrated competence over challenging subject matter. The *Advanced* level signifies superior performance.

OPTIONAL FORM 99 (7-90)

### FAX TRANSMITTAL

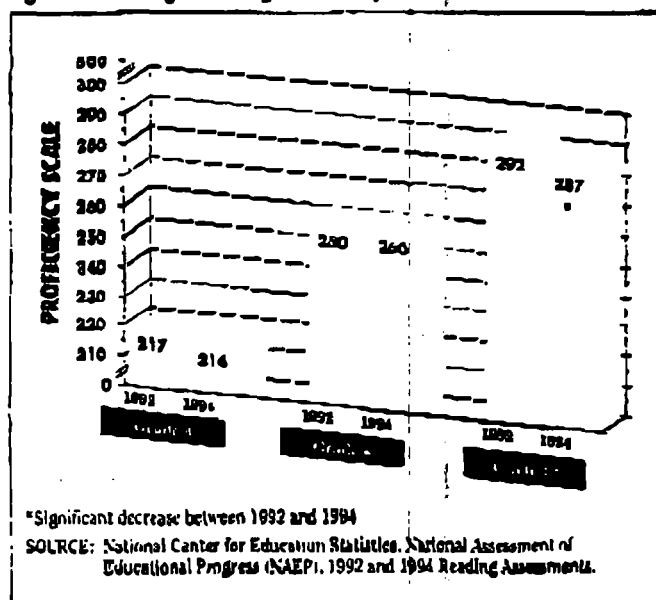
# of Pages **7**

|                                    |                           |
|------------------------------------|---------------------------|
| To: <b>Meredith Elliott</b>        | From: <b>Donna Thomas</b> |
| Dept./Agency: <b>W.H. Demetris</b> | Phone #: <b>401-1579</b>  |
| Fax #: <b>456-7028</b>             | Fax #:                    |

## Major Findings for the Nation, Regions, and States

- ▶ The most striking finding from the 1994 assessment is that the average reading proficiency of twelfth-grade students declined significantly from 1992 to 1994. This decline was observed across a broad range of subgroups. Significant changes in average proficiency were not observed in the national population of fourth or eighth graders. (See Figure 1.)

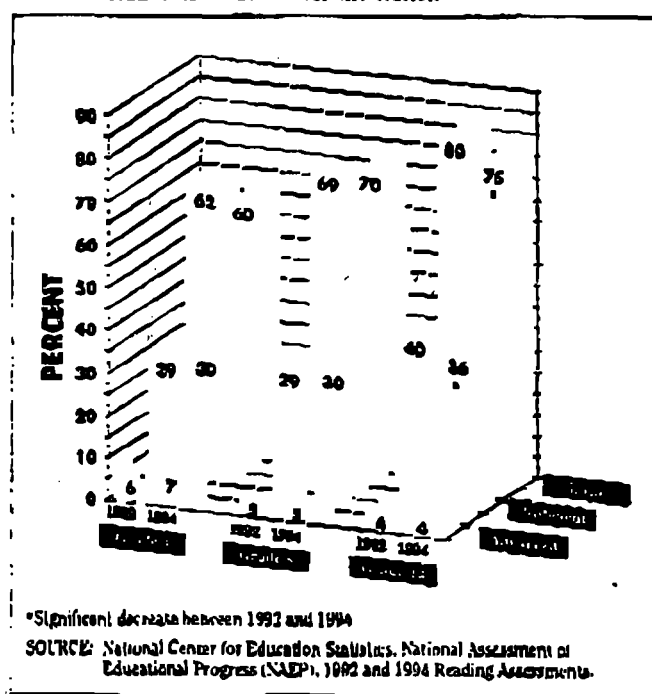
Figure 1. Average Reading Proficiency for the Nation



- ▶ In 1994, twelfth graders in the Northeast, Central, and West regions displayed lower average reading proficiencies than their 1992 counterparts.
- ▶ The decline in average proficiency among twelfth graders between 1992 and 1994 was concentrated among lower performing students — those scoring at the 10th, 25th, and 50th percentiles. No significant declines were observed among twelfth graders at the 75th or 90th percentiles.
- ▶ The decline in overall reading proficiency at the twelfth grade was evident in all three assessed purposes for reading: *reading for literary experience*, *reading to gain information*, and *reading to perform a task*.

- ▶ The eight states with the highest average reading proficiencies in 1994 for fourth graders in public schools were Maine, North Dakota, Wisconsin, New Hampshire, Massachusetts, Iowa, Connecticut, and Montana. (See Table 1.)
- ▶ Between 1992 and 1994, the average reading proficiencies of fourth graders declined in eight states: California, Delaware, Louisiana, New Hampshire, New Mexico, Pennsylvania, South Carolina, and Virginia.
- ▶ The percentage of twelfth-grade students who reached the *Proficient* level in reading declined from 1992 to 1994. There also was a decrease in the percentage of twelfth graders at or above the *Basic* level. (See Figure 2.)
- ▶ In 1994, 30 percent of fourth graders, 30 percent of eighth graders, and 36 percent of twelfth graders attained the *Proficient* level in reading. Across the three grades, 3 to 7 percent reached the *Advanced* level.

Figure 2. Percent of Students At or Above the Reading Achievement Levels for the Nation



**TABLE 1** Average Grade 4 Reading Proficiency  
NAEP Trial State Assessments in Reading  
Public Schools Only

|                            | 1992<br>Average<br>Proficiency | 1994<br>Average<br>Proficiency |
|----------------------------|--------------------------------|--------------------------------|
| <b>Nation</b>              | 215                            | 212                            |
| <b>Region</b>              |                                |                                |
| Northeast                  | 220                            | 212                            |
| Southeast                  | 211                            | 208                            |
| Central                    | 218                            | 218                            |
| West                       | 212                            | 212                            |
| <b>State</b>               |                                |                                |
| Alabama                    | 207                            | 208                            |
| Arizona                    | 209                            | 206                            |
| Arkansas                   | 211                            | 209                            |
| California                 | 202                            | 197<                           |
| Colorado                   | 217                            | 213                            |
| Connecticut                | 222                            | 222                            |
| Delaware ‡                 | 213                            | 206<<                          |
| Florida                    | 208                            | 205                            |
| Georgia                    | 212                            | 207                            |
| Hawaii                     | 203                            | 201                            |
| Indiana                    | 221                            | 220                            |
| Iowa                       | 225                            | 223                            |
| Kentucky                   | 213                            | 212                            |
| Louisiana                  | 204                            | 197<<                          |
| Maine ‡                    | 227                            | 228                            |
| Maryland                   | 211                            | 219                            |
| Massachusetts              | 226                            | 223                            |
| Minnesota                  | 221                            | 218                            |
| Mississippi                | 199                            | 202                            |
| Missouri                   | 220                            | 217                            |
| Montana †                  | —                              | 222                            |
| Nebraska †‡                | 221                            | 220                            |
| New Hampshire †‡           | 228                            | 223<                           |
| New Jersey ‡               | 223                            | 219                            |
| New Mexico                 | 211                            | 205<                           |
| New York ‡                 | 215                            | 212                            |
| North Carolina             | 212                            | 214                            |
| North Dakota               | 226                            | 225                            |
| Pennsylvania †             | 221                            | 215<                           |
| Rhode Island †             | 217                            | 220                            |
| South Carolina             | 210                            | 203<<                          |
| Tennessee †                | 212                            | 213                            |
| Texas                      | 213                            | 212                            |
| Utah                       | 220                            | 217                            |
| Virginia                   | 221                            | 219<<                          |
| Washington                 | —                              | 213                            |
| West Virginia              | 216                            | 213                            |
| Wisconsin †                | 224                            | 224                            |
| Wyoming                    | 223                            | 221                            |
| <b>Other Jurisdictions</b> |                                |                                |
| DODEA                      | —                              | 218                            |
| Guam                       | 182                            | 187                            |

Differences between two groups may be partially explained by other factors not included in this table.

<< The value for 1994 was significantly lower than the value for 1992 at or above the 95 percent confidence level. These notations indicate statistical significance from a multiple comparison procedure based on 50 jurisdictions participating in both 1994 and 1992. If looking at only one state, < indicates the value for 1994 was significantly lower than the value for 1992 at or above the 95 percent confidence level. Statistically significant differences between 1994 and 1992 for the state comparison samples for the nation and regions are not indicated.

† Did not satisfy one of the guidelines for school sample participation rates in 1994.

‡ Did not satisfy one of the guidelines for school participation rates in 1992.

— Jurisdiction did not participate in 1992 Trial State Assessment.

DODEA Department of Defense Education Activity Overseas Schools.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992 and 1994 Reading Assessments.

## Major Findings for Student Subgroups

- ▶ Across the nation, there were declines in average reading proficiency from 1992 to 1994 for Hispanic students in grade 4 as well as for White, Black, and Hispanic students in grade 12.
- ▶ Consistent with previous NAEP reports, reading proficiency at all three grades was higher on average for students whose parents had more education. Among twelfth graders, the decline in average reading proficiency since 1992 was evident for students reporting all levels of parental education.
- ▶ At all three grades, female students had higher average reading proficiencies than male students. At twelfth grade, the performance of both male and female students declined between 1992 and 1994.
- ▶ In 1994, fourth-, eighth-, and twelfth-grade students attending nonpublic schools displayed higher average reading proficiencies than their counterparts attending public schools. The performance of twelfth graders in public and nonpublic schools declined since 1992.





## Contextual Factors Related to Reading Proficiency

Home and school factors can play important roles in the development of students' literacy abilities. Fourth, eighth, and twelfth graders who participated in the NAEP reading assessment were asked to complete questionnaires about their home and school experiences related to reading achievement and literacy development. Also, questionnaires about students' instructional experiences were completed by their teachers and school administrators. These instruments provide valuable information about students' literacy-related experiences at home and school.

- ▶ In 1994, students who reported having a greater array of literacy materials in their homes displayed higher average reading achievement. Among twelfth graders, there was a decline between 1992 and 1994 in the presence of these materials at home.
- ▶ At all three grades, students who more frequently read for fun on their own time had higher average proficiencies. Twelfth-grade students in 1994 reported reading for fun less frequently than their 1992 counterparts.
- ▶ At all three grades, students who reported more frequent home discussions about their studies demonstrated higher reading proficiencies. There was a decline in the frequency of this activity among twelfth graders between the 1992 and 1994 assessments.
- ▶ In 1994, students who reported watching less than four hours of television daily displayed higher average reading proficiencies than their peers who watched more television.
- ▶ At each grade in 1994, students who read five or fewer pages each day for school and homework had the lowest average reading proficiencies. Since 1992, there was an increase in the percentage of twelfth graders who reported reading five or fewer pages each day, and a decline in the percentage who reported reading 11 or more pages.

- ▶ Eighth and twelfth graders who reported being asked by their teachers at least once a week to explain or support their understanding of what they read had higher average reading proficiencies than students who were asked to do so less often. The reports of twelfth-grade students in 1994 indicated that they were not asked to do this as frequently as their counterparts in 1992.
- ▶ Eighth and twelfth graders who reported being asked by their teachers at least once a week to discuss various interpretations of what they read displayed higher average reading proficiencies than students who were asked to do so less often. According to eighth- and twelfth-grade students' reports, these discussions were less frequent in 1994 than in 1992.

## For More Information . . .

More complete results of the NAEP 1994 Reading Assessment are available in two NCES publications:

*NAEP 1994 Reading: A First Look* (Revised Edition)

*NAEP 1994 Reading Report Card for the Nation and the States*

The *First Look* highlights the overall and demographic results while the *Report Card* is a more extensive treatment of the findings and includes discussions of contextual factors that are related to reading proficiency.

For ordering information on these reports, write:

National Library of Education  
Office of Educational Research and Improvement  
U.S. Department of Education  
555 New Jersey Avenue, NW  
Washington, D.C. 20208-5641

or call 1-800-424-1616 (in Washington, DC metropolitan area call 202-219-1651).

TABLE 12

Grade 4 Reading Achievement Levels  
NAEP Trial State Assessment in Reading  
Public Schools Only

## Grade 4 - 1992 Assessment

## Grade 4 - 1994 Assessment

## Percentage of Students

## Percentage of Students

|                     | Average Proficiency | At or Above Advanced | At or Above Proficient | At or Above Basic | Below Basic | Average Proficiency | At or Above Advanced | At or Above Proficient | At or Above Basic | Below Basic |
|---------------------|---------------------|----------------------|------------------------|-------------------|-------------|---------------------|----------------------|------------------------|-------------------|-------------|
| Nation              | 215                 | 6                    | 27                     | 60                | 40          | 212                 | 7                    | 28                     | 59                | 41          |
| Region              |                     |                      |                        |                   |             |                     |                      |                        |                   |             |
| Northeast           | 220                 | 9                    | 32                     | 65                | 35          | 212                 | 7                    | 28                     | 58                | 42          |
| Southeast           | 211                 | 4                    | 22                     | 55                | 45          | 208                 | 4                    | 23                     | 53                | 47          |
| Central             | 218                 | 6                    | 29                     | 65                | 35          | 210                 | 7                    | 33                     | 65                | 35          |
| West                | 212                 | 5                    | 24                     | 56                | 44          | 212                 | 7                    | 28                     | 59                | 41          |
| State               |                     |                      |                        |                   |             |                     |                      |                        |                   |             |
| Alabama             | 207                 | 3                    | 20                     | 51                | 49          | 208                 | 5                    | 23                     | 52                | 48          |
| Arizona             | 209                 | 3                    | 21                     | 54                | 46          | 206                 | 6                    | 24                     | 52                | 48          |
| Arkansas            | 211                 | 4                    | 23                     | 56                | 44          | 209                 | 5                    | 24                     | 54                | 46          |
| California          | 202                 | 4                    | 19                     | 48                | 52          | 197<                | 3                    | 18                     | 44                | 56          |
| Colorado            | 217                 | 4                    | 25                     | 64                | 36          | 213                 | 6                    | 28                     | 59                | 41          |
| Connecticut         | 222                 | 6                    | 34                     | 69                | 31          | 222                 | 11>                  | 38                     | 68                | 32          |
| Delaware            | 213                 | 5                    | 24                     | 57                | 43          | 206<<               | 5                    | 23                     | 52<               | 48>         |
| Florida             | 208                 | 3                    | 21                     | 53                | 47          | 205                 | 5>                   | 23                     | 50                | 50          |
| Georgia             | 212                 | 5                    | 25                     | 57                | 43          | 207                 | 7                    | 26                     | 52                | 48          |
| Hawaii              | 203                 | 3                    | 17                     | 48                | 52          | 201                 | 4                    | 19                     | 46                | 54          |
| Indiana             | 221                 | 6                    | 30                     | 68                | 32          | 220                 | 7                    | 33                     | 66                | 34          |
| Iowa                | 225                 | 7                    | 36                     | 73                | 27          | 223                 | 8                    | 35                     | 69                | 31          |
| Kentucky            | 213                 | 3                    | 23                     | 58                | 42          | 212                 | 6>                   | 26                     | 56                | 44          |
| Louisiana           | 204                 | 2                    | 15                     | 46                | 54          | 197<<               | 2                    | 15                     | 40<               | 60>         |
| Maine               | 227                 | 6                    | 34                     | 75                | 25          | 228                 | 10>                  | 41                     | 75                | 25          |
| Maryland            | 211                 | 4                    | 24                     | 57                | 43          | 210                 | 7>                   | 24                     | 55                | 45          |
| Massachusetts       | 226                 | 7                    | 36                     | 74                | 26          | 223                 | 8                    | 36                     | 69<               | 31>         |
| Minnesota           | 221                 | 6                    | 31                     | 68                | 32          | 218                 | 7                    | 33                     | 65                | 35          |
| Mississippi         | 199                 | 2                    | 14                     | 41                | 59          | 202                 | 4>                   | 18>                    | 45                | 55          |
| Missouri            | 220                 | 6                    | 30                     | 67                | 33          | 217                 | 7                    | 31                     | 62                | 38          |
| Montana             | —                   | —                    | —                      | —                 | —           | 222                 | 7                    | 35                     | 69                | 31          |
| Nebraska            | 221                 | 6                    | 31                     | 68                | 32          | 220                 | 8                    | 34                     | 66                | 34          |
| New Hampshire       | 228                 | 8                    | 38                     | 76                | 24          | 223<                | 9                    | 36                     | 70                | 30          |
| New Jersey          | 223                 | 8                    | 35                     | 69                | 31          | 219                 | 8                    | 33                     | 65                | 35          |
| New Mexico          | 211                 | 4                    | 23                     | 55                | 45          | 205<                | 4                    | 21                     | 49                | 51          |
| New York            | 215                 | 5                    | 27                     | 61                | 39          | 212                 | 6                    | 27                     | 57                | 43          |
| North Carolina      | 212                 | 5                    | 25                     | 56                | 44          | 214                 | 8                    | 30                     | 59                | 41          |
| North Dakota        | 226                 | 6                    | 35                     | 74                | 26          | 215                 | 8                    | 38                     | 73                | 27          |
| Pennsylvania        | 221                 | 6                    | 32                     | 68                | 32          | 215<                | 7                    | 30                     | 61<               | 39>         |
| Rhode Island        | 217                 | 5                    | 28                     | 63                | 37          | 220                 | 8                    | 32                     | 65                | 35          |
| South Carolina      | 210                 | 4                    | 22                     | 53                | 47          | 203<<               | 4                    | 20                     | 48                | 52          |
| Tennessee           | 212                 | 4                    | 23                     | 57                | 43          | 219                 | 6                    | 27                     | 58                | 42          |
| Texas               | 213                 | 4                    | 24                     | 57                | 43          | 212                 | 6                    | 26                     | 58                | 42          |
| Utah                | 220                 | 5                    | 30                     | 67                | 33          | 217                 | 6                    | 30                     | 64                | 36          |
| Virginia            | 221                 | 6                    | 31                     | 67                | 33          | 213<<               | 7                    | 26                     | 57<<              | 43>>        |
| Washington          | —                   | —                    | —                      | —                 | —           | 213                 | 6                    | 27                     | 59                | 41          |
| West Virginia       | 216                 | 5                    | 25                     | 61                | 39          | 213                 | 6                    | 26                     | 58                | 42          |
| Wisconsin           | 224                 | 6                    | 33                     | 71                | 29          | 224                 | 7                    | 35                     | 71                | 29          |
| Wyoming             | 223                 | 5                    | 33                     | 71                | 29          | 221                 | 6                    | 32                     | 68                | 32          |
| Other Jurisdictions |                     |                      |                        |                   |             |                     |                      |                        |                   |             |
| DoDEA               | —                   | —                    | —                      | —                 | —           | 218                 | 6                    | 28                     | 63                | 37          |
| Guam                | 182                 | 1                    | 8                      | 28                | 72          | 181                 | 1                    | 8                      | 27                | 73          |

Differences between two groups may be partially explained by other factors not included in this table.

&lt;&lt; The value for the 1994 assessment was significantly lower (&gt; higher) than the value for 1992 at about the 95 percent confidence level. These notations indicate statistical significance from a multiple comparison procedure based on 50 jurisdictions participating in both 1994 and 1992. If testing at only one state, &lt; indicated the value for 1994 was significantly lower (&gt; higher) than the value for 1992 at or about the 95 percent confidence level. Statistically significant differences between 1994 and 1992 for the state comparison groups for the nation and regions are not indicated.

† Did not satisfy one of the guidelines for school sample participation rates (see Appendix A).

— Jurisdictions did not participate in 1992 Trial State Assessment.

DoDEA: Department of Defense Education Activity Overseas Schools

SOURCE: National Center for Educational Statistics, National Assessment of Educational Progress (NAEP), 1992 and 1994 Reading Assessments

# Average Mathematics Scale Scores Grade 8 Public Schools



|                      | 1996<br>Average Scale Score | Change from 1990<br>Average Scale Score |
|----------------------|-----------------------------|-----------------------------------------|
| North Dakota         | 284                         | —                                       |
| Maine                | 284                         | —                                       |
| Minnesota            | 284                         | 9                                       |
| Arizona              | 284                         | 6                                       |
| Montana ‡            | 283                         | —                                       |
| Wisconsin ‡          | 283                         | 8                                       |
| Nebraska             | 283                         | 7                                       |
| Connecticut          | 280                         | 10                                      |
| Vermont              | 279                         | —                                       |
| Alaska               | 278                         | —                                       |
| Massachusetts        | 278                         | —                                       |
| Michigan ‡           | 277                         | 12                                      |
| Utah                 | 277                         | —                                       |
| Oregon               | 276                         | 5                                       |
| Washington           | 276                         | —                                       |
| Colorado             | 276                         | 8                                       |
| Indiana              | 276                         | 8                                       |
| DeDDS                | 275                         | —                                       |
| Wyoming              | 275                         | 3                                       |
| Missouri             | 273                         | —                                       |
| Nation               | 271                         | 8                                       |
| New York             | 270                         | 9                                       |
| Texas                | 270                         | 12                                      |
| Virginia             | 270                         | 5                                       |
| Maryland             | 270                         | 9                                       |
| DDESS                | 269                         | —                                       |
| Rhode Island         | 269                         | 9                                       |
| Arizona              | 268                         | 8                                       |
| North Carolina       | 268                         | 17                                      |
| Delaware             | 267                         | 6                                       |
| Kentucky             | 267                         | 9                                       |
| West Virginia        | 265                         | 9                                       |
| Florida              | 264                         | 8                                       |
| Tennessee            | 263                         | —                                       |
| California           | 263                         | 6                                       |
| Georgia              | 262                         | —                                       |
| Hawaii               | 262                         | 11                                      |
| New Mexico           | 262                         | 6                                       |
| Arkansas             | 262                         | 5                                       |
| South Carolina       | 261                         | —                                       |
| Alabama              | 257                         | —                                       |
| Louisiana            | 252                         | 6                                       |
| Mississippi          | 250                         | —                                       |
| Guam                 | 239                         | 7                                       |
| District of Columbia | 233                         | —                                       |

The changes between scale scores were calculated using unrounded average scale scores for the two assessments.

‡ Indicates jurisdiction did not satisfy one or more of the guidelines for school participation rates in 1996 (see Appendix A).

— Indicates jurisdiction did not participate in 1990 and/or 1992.

DDESS: Department of Defense Domestic Dependent Elementary and Secondary Schools

DeDDS: Department of Defense Dependents Schools (Overseas)

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 1992 and 1996 Mathematics Assessments.

# Average Mathematics Scale Scores Grade 4 Public Schools



|                      | 1996<br>Average Scale Score | Change from 1992<br>Average Scale Score |
|----------------------|-----------------------------|-----------------------------------------|
| Alabama              | 232                         | 4                                       |
| Alaska ‡             | 232                         | —                                       |
| Arizona              | 232                         | 5                                       |
| Arkansas             | 231                         | 7                                       |
| California           | 231                         | —                                       |
| Colorado             | 231                         | 8                                       |
| Connecticut          | 229                         | —                                       |
| Delaware             | 229                         | —                                       |
| DDESS                | 229                         | —                                       |
| District of Columbia | 229                         | —                                       |
| Florida              | 229                         | —                                       |
| Georgia              | 228                         | —                                       |
| Hawaii               | 228                         | —                                       |
| Idaho                | 228                         | —                                       |
| Illinois             | 228                         | —                                       |
| Indiana              | 227                         | —                                       |
| Iowa ‡               | 227                         | —                                       |
| Kansas               | 227                         | —                                       |
| Kentucky             | 227                         | —                                       |
| Louisiana            | 227                         | —                                       |
| Maine                | 227                         | —                                       |
| Maryland             | 227                         | —                                       |
| Massachusetts        | 227                         | —                                       |
| Michigan ‡           | 226                         | 6                                       |
| Minnesota            | 226                         | —                                       |
| Mississippi          | 226                         | —                                       |
| Missouri             | 226                         | 5                                       |
| Montana              | 226                         | —                                       |
| Nebraska             | 226                         | —                                       |
| Nevada               | 226                         | —                                       |
| New Hampshire        | 226                         | —                                       |
| New Jersey           | 226                         | —                                       |
| New Mexico           | 226                         | —                                       |
| New York             | 226                         | —                                       |
| North Carolina       | 226                         | —                                       |
| North Dakota         | 226                         | —                                       |
| Ohio                 | 226                         | —                                       |
| Oklahoma             | 226                         | —                                       |
| Oregon               | 226                         | —                                       |
| Rhode Island         | 226                         | —                                       |
| South Carolina       | 226                         | —                                       |
| South Dakota         | 226                         | —                                       |
| Tennessee            | 226                         | —                                       |
| Texas                | 226                         | —                                       |
| Utah                 | 226                         | —                                       |
| Vermont              | 226                         | —                                       |
| Virginia             | 226                         | —                                       |
| Washington           | 226                         | —                                       |
| West Virginia        | 226                         | —                                       |
| Wisconsin            | 226                         | —                                       |
| Wyoming              | 226                         | —                                       |
| Nation               | 226                         | —                                       |
| Maryland             | 225                         | —                                       |
| Rhode Island         | 225                         | —                                       |
| Kentucky             | 225                         | —                                       |
| Tennessee            | 225                         | —                                       |
| Nevada               | 225                         | —                                       |
| Arizona              | 225                         | —                                       |
| Arkansas             | 225                         | —                                       |
| Florida              | 225                         | —                                       |
| Georgia              | 225                         | —                                       |
| Delaware             | 225                         | —                                       |
| Hawaii               | 225                         | —                                       |
| New Mexico           | 225                         | —                                       |
| South Carolina       | 225                         | —                                       |
| Alabama              | 225                         | —                                       |
| California           | 225                         | —                                       |
| Illinois             | 225                         | —                                       |
| Mississippi          | 225                         | —                                       |
| Guam                 | 225                         | —                                       |
| District of Columbia | 225                         | —                                       |

The change between 1992 and 1996 was calculated using unrounded average scale scores for the two assessments.

‡ Indicates that the jurisdiction did not satisfy one or more of the guidelines for school participation rates in 1996 (see Appendix A).

— Indicates that the jurisdiction did not participate in 1992.

DDESS: Department of Defense Domestic Dependent Elementary and Secondary Schools

DoDDS: Department of Defense Dependents Schools (Overseas)

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992 and 1996 Mathematics Assessments.

DATE FAXED 5-20-97

**A FAX MESSAGE FROM THE HARRISON COUNTY BOARD OF EDUCATION  
POST OFFICE BOX 1370  
CLARKSBURG, WV 26302-1370**

TO: Mike Cohen

COMPANY OR DEPARTMENT: Education Policy - White House

FAX NO. 202-456-5575

FROM: Robert E. Kittle

DEPARTMENT: Superintendent

**FAX NO. (304) 624-3361**

PAGE 1 OF 1 PAGES. (INCLUDING THIS PAGE)

**COMMENTS:** \_\_\_\_\_

**IF YOU DO NOT RECEIVE ALL PAGES, PLEASE CALL US AT (304) 624-3344**

# HARRISON COUNTY SCHOOLS

## An Overview

- I. MISSION STATEMENT:** The Harrison County School System is committed to providing learning opportunities in an appropriate environment which allow all individuals to grow to their greatest potential.
- II. GOALS:**
- A. To provide appropriate and effective programs and experiences for Harrison County students.
  - B. To encourage continuing and expanding community involvement and support for all educational programs.
  - C. To improve and expand the exchange of open and effective communication within the school system and with its public.
  - D. To provide, motivate, train, and retain competent and caring staff to achieve the mission.
  - E. To provide and utilize school facilities, equipment, and services to best accomplish the mission.
  - F. To provide a continuous evaluation of programs, policies, and administrative procedures to assess effectively the Harrison County Annual Improvement Plan for Excellence.
  - G. To secure and utilize effectively the available financial resources necessary to accomplish the mission.
  - H. To provide positive leadership which inspires maximum effort by staff, students, and community.

## III. PROGRAMS

### A. Technology

1. In October 1996, the U.S. Department of Education awarded the West Virginia High Technology Consortium Foundation and nineteen partners an Education Technology Challenge Grant. "Your Future in West Virginia . . . Growing Together" is the project title for the \$4.1 million grant, which will be funded over a five year period. Harrison County Schools is one of the partners who is benefiting from this grant which focuses on increasing computer skills of students, teachers, and community members, impacting 55,400 students and 100,000 community members in the nine participating counties. The grant will also fund the creation of Technology Opportunity Centers in each participating county. Bridgeport High School houses the first Harrison County Center. During the school day, teachers and students will use the lab for learning basic computer skills and to develop career decision skills. In the evenings, this lab will provide computer training with a career focus to students, parents, and community members.
2. A \$1 million lease/purchase agreement in 1992 allowed Harrison County Schools

to buy computers for schools. A second lease/purchase in 1994 allotted another \$1 million for computers. By 1999, \$4.8 million will have been spent for technology in our schools.

3. In addition, the school system has received several technology grants. A successful proposal for more than \$25,000 provided a virtual reality laboratory for Robert C. Byrd High School's "Classroom of the Future." where staff development workshops will train teachers to use virtual reality concepts to expand their teaching skills.
4. Another grant totaling \$350,000 from the U.S. Department of Commerce will provide alternative educational programming consisting of 2-way interactive instruction to the 12 county school systems in RESA VII. The sites will provide instructional and support services to students requiring placement in an alternative learning environment.
5. Harrison County is one of three sites nationwide working in partnership with Josten's Learning Corporation to develop interactive media and computers to help students improve math, reading, and thinking skills. This program is the first in the nation to include K-12. Robert C. Byrd High School, Washington Irving Middle School, and Nutter Fort Elementary are national demonstration sites in addition to the Governor's Basics Skills programs throughout the county elementary schools.
6. Robert C. Byrd High School has been selected as a video conferencing site by the West Virginia Department of Administration, one of eight such sites in the state equipped for conferences through interactive video using high speed telephone lines.

#### B. Exemplary Programs

1. A program which looks to the future is one in collaboration with Fairmont State College which offers college-level courses to high school seniors. Some county students are earning 20 hours of college credits, which saves parents between \$4000 and \$6000—the equivalent of a substantial scholarship.
2. Advanced Placement courses are another means by which students may earn college credit while in high school. They may take challenging courses in English Literature, calculus, American history, Spanish, and studio art.
3. The newest initiative in West Virginia schools has been mandated by the Jobs Through Education Act. Harrison County Schools received funding for \$135,000 from the West Virginia Department of Education for the initial effort to implement requirements and an additional \$80,000 to continue the initiative. Jobs Through Education gives primary emphasis to math, reading, writing, and computer skills through eighth grade along with career awareness and career exploration. In grade 8 students will select a career cluster. While they continue strong academic programs, they will also acquire work-based experiences related to their career majors.

4. Tri-County High School and the Transitional School are alternative education programs in partnership with Robert C. Byrd High School. Both programs work with students at-risk of dropping out of or being expelled from school. These programs assist students in remaining in school, improving achievement levels in classes, decreasing absences, improving self-concept, gaining control of behavior, and transition back to the home school.
5. Grade reconfiguration to K-5, 6-8, and 9-12 has promoted the concept of the middle school—that school that acknowledges the special needs and characteristics of preadolescents in grades 6-8. The middle school provides a more nurturing environment to help children make a successful transition from elementary to secondary school. Middle schools emphasize hands-on, applied learning experiences that include communication, critical and creative thinking, and study skills. Students are beginning high school with improved organizational skills and self-discipline.
6. Harrison County Schools is developing a Community Environmental Learning Center at Robert C. Byrd High School to enhance learning with an outdoor laboratory for creative projects and activities which reinforce the concepts of environmental education. The school's campus includes 25 acres dedicated to a pond with wetlands supporting a variety of indigenous flora and fauna. Already completed are a pavilion and pier; steps, small bridges, and feeders will be completed before the fall semester 1997. An outdoor amphitheater and walkway and platform for the wetlands will be constructed before spring 1998. Displaced workers in a community retraining program are building these parts of the facility. The pond and the fish will be important components of an environmental science curriculum at RCBHS. This class will make students aware of their responsibilities to the environment and provide work-based learning opportunities in environmental technology. As a magnet program, the Community Environmental Learning Center will be available to all students and teachers in Harrison County as well as those in the eleven other school systems in Regional Education Service (RESA) VII, a total of 44,000. In addition, non-profit groups for youth, senior citizens, the handicapped, and various environmental purposes will have access to this outdoor lab. At the same time, a partnership for environmental education exists between RCB and Salem-Teikyo University with reciprocity for curriculum between S-TU and Glenville State College.
7. United Technical Center is offering Aviation Maintenance, certified by the FAA. That program now has 41 students enrolled.
8. The Southern Regional Education Board's program *High Schools That Work* has been implemented in two of our schools. This umbrella program encompasses strategies to improve academic achievement through an interdisciplinary approach to curriculum. This blending of academic courses with vocational courses — this interdisciplinary approach — takes students out of the realm of theory and teaches them applicable skills.
9. Units of Junior Reserve Officers Training Corps are well established at two high schools in the county. The "Eagle Battalion" is an army presence at Robert C. Byrd



High School while the navy has a unit at Lincoln High School. These cadets attend daily instruction and have been recognized for excellence in academics, leadership, and community service.

#### 10. Artist in Residence

### C. Supplementary Programs

1. The Academic Achievement Program, a joint school system/community effort to recognize student achievement, is a positive factor. This spring, individuals and businesses contributed thirty \$500 scholarships to deserving graduating seniors.
2. The Healthy Schools Program, award-winning and nationally recognized, is a model school health program that builds on the philosophy that when people think better about themselves, they will have a better attitude toward school and the future, and thus they will perform better. Teachers and staff also realize the positive effect on health care costs by decreasing the need for medical care while increasing their personal wellness.
3. Harrison County has implemented Reading Recovery, a Chapter I program. Reading Recovery is an early intervention based on research that the longer a child fails, the harder remediation becomes. Using early intervention before failure is established reduces problems later in school. With this special instruction, children learn to untangle their confusions and learn to read and write better. Reading Recovery will eliminate the need for remediation for many students now and in the future.
4. Even Start Family Literacy provides integrated educational services to families of disadvantaged preschoolers. Focusing on the family as a unit, this program assists children in reaching their full potential as learners, helps parents become full partners in the education of their children, and provides literacy training for parents. The Harrison County project received the West Virginia State Reading Council's literacy award, but even more importantly, Even Start parents have become gainfully employed and their children are progressing on schedule. In fact, most of these children are on the honor rolls in their schools. Participation in this program has changed the lives of parents and children.
5. Reading . . . YES! Schools for Readers is a comprehensive campaign sponsored by the West Virginia Reading Association to encourage reading by suggesting activities for principals, teachers, and parents to use with children. School administrators may promote reading with many activities from providing appropriate reading material in the office or conducting a school book fair to recognizing readers. Teachers may display books, read to students, conduct author studies, develop a summer reading program, and provide classroom time for silent reading. Parents may read to their children or listen to their children reading—at home with books, magazines, or newspapers or even in the grocery store with products on the shelves.

#### D. Comprehensive Drug Prevention Curriculum

1. "Hooked on Fishing — Not on Drugs" is one of the most successful in the country and has been a model program for the entire nation. Since 1987 the program has involved children and their parents in an enjoyable and wholesome activity that brings them together — that instills ethics and a sense of responsibility to the environment. Ultimate goal for "Hooked on Fishing" are to provide a positive alternative to alcohol, tobacco, and drugs; to provide positive role models; to encourage on-going parental involvement; to develop such life skills as goal setting, self-esteem, and respect; to provide community involvement; to develop a life sport, and to commit to a drug free life style. Several agencies are resources or partners for the program: U.S. Departments of Interior, Agriculture, and Education; the U.S. Fish and Wildlife Service; and the WV Department of Natural Resources.
2. Project DARE

#### E. School—Business—Community Partnerships

1. Each Harrison County school has one or more partnerships with a business, industry, or governmental agency that encourages support of education and offers additional opportunities to students.
2. Partnerships often showcase student achievement and strengthen the school system by providing insights on preparing students.

### IV. INDICATORS OF SUCCESS

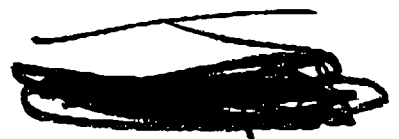
- A. Schools in Harrison County received a number of commendations as a result of last May's accreditation on-site review conducted by the West Virginia Department of Education.
- B. The system has a very high college entrance rate of 76 percent.
- C. Three schools—Norwood Elementary, Lost Creek Elementary, and United Technical Center—are the county's most recent to receive the designation of West Virginia Schools of Excellence. Norwood is also a Blue Ribbon School, selected for its exemplary attainment of local, state, and national goals.
  1. *Very Important Kids in Norwood Grade School (VIKINGS)* meets academic, social, emotional, and physical needs of all students. Teachers, counselor, school health nurse, and the principal meet weekly to discuss student/family concerns and plan programs or interventions within the classroom and community. Support groups are in place to deal with issues of divorce, self-acceptance, and grief. "Circles of Friends" provide peer interaction to improve social skills. Other components involve connecting parents to community resources, Title I projects, and a model inclusion program.

2. Lost Creek Elementary School has received the designation Outstanding Title I School in the Title I Distinguished Schools Recognition Program. An overview of Lost Creek's Title I program reveals that it touches every student's educational life whether during class time, family activities, or community projects. The two teachers individualize instruction while both day time and evening activities bring parents to the school. Family Connections is an important Title I component. Preschool children participate in activities which promote social relations, music, language, logic, and math skills while their parents learn about parenting needs, job skills, computers, volunteering, and GED study, if applicable. The Title I Planning Team has developed enrichment opportunities for teachers as well as for students. Regular classroom teachers meet with Title I teachers each month to design strategies to meet students' needs. Evaluation of the program has proved rewarding as test scores have improved along with writing and reading skills.

TO ADINA STEINBERG  
MIKE COHEN

Flam Legen

Participants



|                            | STUDENTS                           | EDUCATORS/ADMINISTRATORS               | OBSERVERS            |
|----------------------------|------------------------------------|----------------------------------------|----------------------|
| 1. Ann Bailey              | 1. Kriss Cecil-Crihfield (Hündred) | 1. Dr. Henry Marockie                  | 1. Mayor Tom Flynn   |
| 2. Carol Frear             | 2. Eric Clausell (Morgantown High) | 2. David Hardesty                      | 2. Garrett Snyder    |
| 3. Patricia Shafor-Dresler | 3. Deizune Mosby (Morgantown High) | 3. Maarjorie Wolfe (Ohio Co.)          | 3. Wilson Currey     |
| 4. Morton William Adler    | 4. Keisha Riley (Mount View)       | 4. Dr. Janet Dudley-Eshbauch           | 4. Bud Pritchard     |
| 5. Raymond Alvarez         | 5. Derek Courtney (Fairmont Sr.)   | 5. Dr. Ron Ohl                         | 5. Doug Gray         |
| 6. Shawn Williams          | 6. Anne Lee (Geo. Wash. High)      | 6. Bruce McCracken                     | 6. Lloyd Jackson     |
| 7. Joe Minard              | 7. Ray Nestor (Grafton High)       | 7. Sandy Feldman                       | 7. Jerry Mezzatesta  |
| 8. Tami Mayle              | 8. Jubin Ryu (Morgantown High)     | 8. James Griffin                       | 8. Bob Kiss          |
| 9. Connie Bowers           | 9. Amanda Walker (Brooke)          | 9 Joann Harman (State Teacher of Year) | 9.. Earl Ray Tomblin |
| 10. Tina Canon             | 10. Katie Cook (Linsly School)     | 10. Tom Lange                          | 10. Bob Ashley       |
| 11. Rev. Scott Holcombe    | 11. Jared Navotnev (SHMS) 745-4886 | 11. Judy Hale                          | 11. Gary Phillips    |

|                        |                                      |                                    |                               |
|------------------------|--------------------------------------|------------------------------------|-------------------------------|
| 12. Tom Mellott        | 12. Christopher Kitzmiller (Norwood) | 12. Ernest Page                    | 12. Robert Antonuchi          |
| 13. James McCallum     | 13. Hannah Galey (Nutter Fort)       | 13. Sheila Hamilton (St. Board)    | 13. Phyllis Barnhart          |
| 14. Ben Hardesty       | 14. Sara Fernandez (Cecil Highland)  | 14. Denise Reese                   | 14. Larry Milov               |
| 15. Gary Nicholas      | 15. Andrea Pritchard                 | 15. Raymond Mace                   | 15. Dennis Bone 304-342-6200  |
| 16. Martin Shaffer     | 16. Ashby Hardesty                   | 16. Diane Furman                   | 16. Chuck Archer              |
| 17. Allison Deem       | 17. Mary Helen Shields               | 17. John Myers (St. Supt. Of Year) | 17. Irene Keelley             |
| 18. Heather Kirby      | 18. Katie Folio                      | 18. Christine Fragale              | 18. Mary Marockie             |
| 19. John Perdue        | 19. Jessica Keegan (John)            | 19. Anthony Barberio               | 19. Tom Keeley                |
| 20. Pete Conley        | 20. Rebecca Snider (John)            | 20. Felix Veltri                   | 20. Charles Manning           |
| 21. Ron Fragale        | 21. Brittany Audia                   | 21. Louie Nardelli                 | 21. Clifford Trump            |
| 22. Barbara Warner     | 22. Jeremy Thompson                  | 22. Renee Wyatt                    | 22. George Carenbauer (Larry) |
| 23. Sam Cann           | 23. Hannah Scott                     | 23. Sharon Brisbin                 | 23. Jayne Armstrong (Larry)   |
| 24. Rebecca White      | 24. Rocky Ciannfrocca                | 24. Karen Morgan                   | 24. Rosalyn Queen             |
| 25. Larry Linch        | 25. Nick Renzelli                    | 25. Lexanna Pilewski               | 25. Linda Ammons              |
| 26. Dolores Gribble    | 26. Jennifer Brown                   | 26. Georgette Griffith             | 26. Bob C aplan 622-6887      |
| 27. Elizabeth Skidmore | 27. Joel Williams                    | 27. Jim Eschenmann                 | 27. Ron Adams                 |
| 28. Kathy Faltis       | 28. Amy Compton Shaffer              | 28. Phil Brown                     | 28. Jim Archer 842-4523       |
| 29. Bob Upton          | 29. Mimi Conley                      | 29. Frank Devono                   | 29. Gaston Caperton           |
| 30. Carole Kniceley    | 30. Kristen Moore                    | 30. Doug Robbins                   | 30. Pat Maroney (Larry)       |
| 31. Russ Banosso       | 31. Karah Cottrill                   | 31. Anita Byrd                     | 31. Steve White (Larry)       |
| 32. Lou Ortenzio       | 32. Mary Beth Mazzie                 | 32. Alice Rowe                     | 32. Pina Price                |
| 33. Kelly Nelson       | 33. Carol McDonald                   | 33. Jerry Toth                     | 33. Ken Perdue                |
| 34. Matthew Kittle     | 34. Josh Barker                      | 34. Libby Bucy                     | 34. David Ice                 |
| 35. Jinny McCutcheon   | 35. Kristen House                    | 35. Sharon Diaz                    | 35. Bernard Gottlieb          |
| 36. Stan Pickens       | 36. Christopher Greaver              | 36. Joan Smith                     | 36. James LaRosa, Jr.         |
| 37. Kim Nuzum          | 37. Jared Bryant                     | 37. Marianne Kittle                | 37. Judge Marks               |
| 38. Mike Queen         | 38. Justin Lawrence                  | 38. Fred Radabaugh                 | 38. Judge Bedell              |
| 39. Angelo Basile      | 39. Olivia Hill                      | 39. Esther Lauderman (John)        | 39. Bill Sharp                |
| 40. Dr. Joseph Momen   | 40. Ann Wilson                       | 40. Susan Stafford                 | 40. Robert Steptoe            |
|                        |                                      |                                    | 41. Richard Browning          |
|                        |                                      |                                    | 42. Myron Melton              |
|                        |                                      |                                    |                               |
|                        |                                      |                                    |                               |
|                        |                                      |                                    |                               |

# Withdrawal/Redaction Marker

## Clinton Library

| DOCUMENT NO.<br>AND TYPE | SUBJECT/TITLE                                                                                        | DATE       | RESTRICTION |
|--------------------------|------------------------------------------------------------------------------------------------------|------------|-------------|
| 001. list                | Town Meeting Participant Information Sheet [Personally Identifiable Information] [partial] (5 pages) | 05/20/1997 | b(6)        |

### COLLECTION:

Clinton Presidential Records  
Domestic Policy Council  
William Kincaid  
OA/Box Number: 11094

### FOLDER TITLE:

West Virginia Background

2017-0692-S

jn104

### RESTRICTION CODES

#### Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

#### Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

[001]

## TOWN MEETING PARTICIPANT INFORMATION SHEET

| Name                  | Social Security Number | Address                                     | Date of Birth | Position/Student/Grade                       | Background Information |
|-----------------------|------------------------|---------------------------------------------|---------------|----------------------------------------------|------------------------|
| Sharon Diaz           | (b)(6)                 | 1708 N. 16th Street<br>Clarksburg, WV 26301 | (b)(6)        | Coord. Reading Lang.<br>Arts Soc.Stud. HCBE  |                        |
| Libby Bucy            |                        | 86 Pinewood Road<br>Clarksburg, WV 26301    |               | Title I Coord. Of<br>Instruction             |                        |
| Karen Morgan          |                        | Rt. 2, Box 131A<br>Bridgeport, WV 26330     |               | English Teacher<br>Lincoln High School       |                        |
| Renee Wyatt           |                        | 312 Hartland Avenue<br>Clarksburg, WV 26301 |               | Music Teacher<br>West Milford Elem.          |                        |
| Jim Eschenmann        |                        | 725 James Street<br>Bridgeport, WV 26330    |               | Technology Coordinator<br>HCBE               |                        |
| Frank Devono          |                        | Rt. 1, Box 262<br>Clarksburg, WV 26301      |               | Principal<br>Bridgeport Middle               |                        |
| Georgette Griffith    |                        | Rt. 1, Box 205-E<br>Lost Creek, WV 26385    |               | Art Teacher<br>RCB High                      |                        |
| Ronald Fragale        | (b)(6)                 | 503 E. Main Street<br>Clarksburg, WV 26330  | 08-03-50      | House of Delegates                           |                        |
| Carole Kniceley       |                        | Rt. 1, Box 41 B-2<br>Bridgeport, WV 26330   | (b)(6)        | Parent/Teacher                               |                        |
| Tina Canon            |                        | 33 Chiefton Hill<br>Clarksburg, WV 26301    |               | Parent of students at<br>Liberty High School |                        |
| Scott Thorne Holcombe |                        | 231 Clay Street<br>Clarksburg, WV 26301     |               | Minister/Parent                              |                        |
| Thomas Mellott, Jr.   |                        | 105 Jennifer Lane<br>Bridgeport, WV 26330   |               | Parent Bridgeport High<br>School             |                        |
| James Archer          |                        | 57 Sycamore Circle<br>Bridgeport, WV 26330  |               | Production Manager<br>Northrop Gruman        |                        |

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# TOWN MEETING PARTICIPANT INFORMATION SHEET

| Name                  | Social Security Number | Address                                      | Date of Birth | Position/Student/Grade                           | Background Information |
|-----------------------|------------------------|----------------------------------------------|---------------|--------------------------------------------------|------------------------|
| Dr. Henry Marockie    | (b)(6)                 | 3602 Virginia Avenue<br>Charleston, WV 25304 | (b)(6)        | State Superintendent of<br>Schools               |                        |
| Sheila Hamilton       |                        | 104 Woodcock Avenue<br>Shepherdstown, WV     |               | VP West Virginia Board of<br>Education           |                        |
| Raymond Franklin Mace |                        | P. O. Box 45<br>Inch, WV 25156               |               | President WV Reading<br>Association              |                        |
| Bane McCracken        |                        | Rt. 2, Box 169-C<br>Ona, WV 25545            |               | National PE Teacher of the<br>Year               |                        |
| Judy Hale             |                        | 302 Sutherland Drive<br>St. Albans, WV 25177 |               | President WV Federation of<br>Teachers AFL-CIO   |                        |
| Ernest Page           |                        | Rt. 1, Box 25-B<br>Red House, WV 25168       |               | Executive Director, WV<br>Professional Educators |                        |
| Ann Bailey            |                        | Rt. 1, Box 5<br>Lost Creek, WV 26385         |               | Teacher                                          |                        |
| Morton William Adler  |                        | P. O. Drawer 777<br>Weston, WV 26452         |               | Consultant                                       |                        |
| Shawn Williams        |                        | Rt. 1, Box 456<br>Clarksburg, WV 26301       |               | Housewife                                        |                        |
| Joe Minard            |                        | 570 Haymond Highway<br>Clarksburg, WV 26301  |               | Restaurant Owner                                 |                        |
| Dr. Ron Ohl           |                        | Salem Teikyo University<br>Salem, WV 26426   |               | President Salem Teikyo                           |                        |
| Esther Lauderman      |                        | Rt. 2, Box 20-A<br>Waverly, WV 26184         |               | Kindergarten Teacher                             |                        |
| Susan Stafford        |                        | P. O. Box 1464<br>Oceana, WV 24870           |               | Head of WV Head Start                            |                        |
| Gary Phillips         |                        |                                              |               |                                                  |                        |

# TOWN MEETING PARTICIPANT INFORMATION SHEET

| Name              | Social Security Number | Address                                     | Date of Birth | Position/Student/Grade                         | Background Information |
|-------------------|------------------------|---------------------------------------------|---------------|------------------------------------------------|------------------------|
| Robert Antonuchi  |                        |                                             |               |                                                |                        |
| Gaston Caperton   |                        | Harvard University                          | 02-21-40      | Former Governor of WV                          |                        |
| Pina Price        |                        | 100 Elk Avenue<br>Stonewood, WV 26301       |               | Self-Employed                                  |                        |
| Phyllis Barnhart  | (b)(6)                 | 312 Oak Bridge Drive<br>Hurricane, WV 25526 |               | Head of Science Education<br>for West Virginia |                        |
| James J. McCallum |                        | 330 State Street<br>Madison, WV 25130       | (b)(6)        | Secretary, WV Board of<br>Education            |                        |
| Robert Upton      |                        | RL 1, Box 299-10<br>Mt. Clare, WV 26408     |               |                                                |                        |
|                   |                        |                                             |               |                                                |                        |
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|                   |                        |                                             |               |                                                |                        |

# TOWN MEETING PARTICIPANT INFORMATION SHEET

| Name                   | Social Security Number | Address                                        | Date of Birth | Position/Student/Grade                                | Background Information |
|------------------------|------------------------|------------------------------------------------|---------------|-------------------------------------------------------|------------------------|
| John Perdue            | (b)(6)                 | 5313 Floradale Drive<br>Cross Lanes, WV 25313  | 06-22-50      | Treasurer, State of West Virginia                     |                        |
| Kennedy Perdue         |                        | P. O. Box 19<br>Hillsboro, WV 24946            | (b)(6)        | Secretary-Treasurer<br>WV AFL-CIO                     |                        |
| Thomas Patrick Maroney |                        | 5 Foxchase Road<br>Charleston, WV 25304        |               | Co-Chair, WV Democratic<br>Executive Committee        |                        |
| Steven White           |                        | 378 Knollwood Drive<br>Charleston, WV 25302    |               | Co-Chair WV Democratic<br>Executive Committee         |                        |
| Jayne Armstrong        |                        | 168 Main Street<br>Clarksburg, WV 26301        |               | District Manager, Small<br>Business Administration    |                        |
| George Carenbauer      |                        | 33 Brittany Woods Road<br>Charleston, WV 25314 |               | Partner, Steptoe & Johnson,<br>Charleston, WV         |                        |
| Bernard Gottlieb       |                        | 208 Ridge Road<br>Clarksburg, WV 26301         |               |                                                       |                        |
| Jimmy LaRosa, Jr.      |                        | 101 Cook's Mine Road<br>Bridgeport, WV 26330   |               | President Pete Dye Golf Club                          |                        |
| Robert Steptoe, Jr.    |                        | 1236 Briarcliff Road<br>Bridgeport, WV 26330   |               | Managing Partner, Steptoe<br>& Johnson                |                        |
| Linda Ammons           |                        | Rt. 2, Box 269<br>Jane Lew, WV 26378           |               | President of CWA Local<br>2011                        |                        |
| Earl Ray Tomblin       |                        | P. O. Box 116<br>Chapmanville, WV 25508        | 03-15-52      | President WV State Senate                             |                        |
| Allison Deem           |                        | 623 Rivendell Drive<br>Bridgeport, WV 26330    | (b)(6)        | Pres. Clarksburg Harrison<br>Liberty Bd. Of Education |                        |
| Gary A. Nicholas       |                        | 445 W. Main Street<br>Clarksburg, WV 26301     |               | VP of Operations & GM of<br>Hope Gas                  |                        |
| Benjamin A. Hardesty   |                        | Rt. 1, Box 386<br>Clarksburg, WV 26301         |               | President, Dominion<br>Appalachian Development        |                        |
| Martin Shaffer         |                        | 231 Meigs Avenue<br>Clarksburg, WV 26301       |               | President, WV Vending                                 |                        |

# TOWN MEETING PARTICIPANT INFORMATION SHEET

| Name                            | Social Security Number | Address                                    | Date of Birth | Position/Student/Grade                          | Background Information |
|---------------------------------|------------------------|--------------------------------------------|---------------|-------------------------------------------------|------------------------|
| Stanley N. Pickens              | (b)(6)                 | 203 W. Main Street<br>Clarksburg, WV 26301 | (b)(6)        | Chairman, Dominion<br>Appalachian Development   |                        |
| Angelo Basile                   |                        | 241 Clay Street<br>Clarksburg, WV 26301    |               | Market Analyst, CNG                             |                        |
| Katie Folio                     |                        | 202 E. Main Street<br>Clarksburg, WV 26301 |               | Student                                         |                        |
| Benjamin Ashby Hardesty,<br>Jr. |                        | Rt. 1, Box 386<br>Clarksburg, WV 26301     |               | Student                                         |                        |
| Rocky Alan Cianfrocca           |                        | 812 East Park Avenue<br>Fairmont, WV 26554 |               | Student                                         |                        |
| Russell Bonasso                 |                        | 100 Greenbrier Plaza<br>Fairmont, WV 26554 |               |                                                 |                        |
| Louis Ortenzio                  |                        | Rt. 2, Box 36<br>Bristol, WV               |               | Family Practice Dr. Founder<br>of Health Access |                        |
|                                 |                        |                                            |               |                                                 |                        |
|                                 |                        |                                            |               |                                                 |                        |
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|                                 |                        |                                            |               |                                                 |                        |

## WEST VIRGINIA DEPARTMENT OF EDUCATION

Dr. Henry K. Marockie, State Superintendent of Schools  
Building 6/1900 Kanawha Blvd. E./Charleston, West Virginia 25305-0330

Phone: 304-558-2681  
Fax: 304-558-0048

West Virginia Board of Education

Cleo P. Mathetos, President  
Sheila M. Hamilton, Vice President  
James J. MacCallum, Secretary  
Sandra M. Chapman  
Kathleen A. Fallis  
Jim L. McKnight  
Paul J. Morris  
Charles H. Wagoner  
Gary G. White



**To:** Mike Cohen, Domestic Policy  
**From:** Dr. Henry Marockie, WV Superintendent of Schools  
**Subject:** Education Information  
**Date:** May 19, 1997

## MEMORANDUM

Mike,

I am faxing three items:

- 1) A one-page list of highlights/bragging points about education in West Virginia.
- 2) A seven-page document that provides greater detail in how West Virginia is meeting the education goals.
- 3) Some anticipated questions and answers about education.

Please call if you have questions.

Thanks.

Bill,

I thought you might  
want a copy of this  
also.

-meredith

## MAJOR ACCOMPLISHMENTS IN EDUCATION IN WEST VIRGINIA

### 1) Education Week Report Card

- West Virginia posted the highest marks of any state in the first *Education Week* State-by-State Report card. West Virginia led the nation in the *Quality Counts* report that graded states in categories that most affect student achievement.

### 2) National Assessment of Educational Progress

- **1992 NAEP Reading:** West Virginia 4th graders ranked 19th of 39 states tested. West Virginia score was 214; higher than the national average of 213; higher than other southeastern states average of 209.

- **1996 NAEP Math:** West Virginia 4th and 8th graders improved eight points and six points, respectively, over 1992 scores. West Virginia was one of top three states in improvement. West Virginia 4th graders ranked 9th nationally; 8th graders ranked 15th nationally. These scores are most impressive since West Virginia ranks 49th in per capita income and since family income is often used as a predictor of student achievement.

### 3) Technology

- **Basic Skills/Computer Education Program:** 10-year initiative begun in 1989 to use technology to improve student achievement. Over 19,500 computers in K-6 classrooms.

- **Project SUCCESS** is second phase of basic skills program for grades 7-12.

- **Internet/WORLD SCHOOL:** Partnership between West Virginia Department of Education and Bell-Atlantic WV to give all public schools direct access to Internet.

- 689 of state's 873 schools connected; program just received Computerworld Smithsonian Award

### 4) School Building Authority

- Provides funding for construction and maintenance of school facilities. Over \$800 million (combined with local funds) has been spent on school construction since 1989. Includes 61 new schools, 780 additions or renovations affecting over 70% of West Virginia students.

### 5) Staff Development

- Major emphasis, millions spent on teacher/administrator staff development.

- Since 1990, over \$300 million committed to teacher salaries that raised national ranking from 49th to 32nd. Largest three-year salary increase in the nation.

### 6) Healthy Schools

- \$6 million grant from Centers for Disease Control for statewide implementation of Healthy Schools Program. West Virginia is National Training and Demonstration Center for Comprehensive School Health Programs. State has trained individuals from 47 states and territories.

### 7) Assessment/Standards

- West Virginia recently adopted new instructional goals and objectives for the core content areas. Objectives are aligned with state assessment benchmarks as well as National Assessment of Educational Progress frameworks and standards published by national associations.

### 8) Community Service

- According to Corporation for National Service, West Virginia is one of top 10 states that offer unique service-learning opportunities for students including those with disabilities.

**West Virginia Department of Education  
Dr. Henry Marockie,  
State Superintendent of Schools**

◆ **EDUCATION WEEK REPORT CARD: Highest Marks in Nation**

West Virginia posted the highest marks of any state according to the first *Education Week* State-by-State Report Card! West Virginia led the nation in this *Quality Counts* report on public education in the 50 states released in mid-January. The report graded each state in categories that most affect student achievement: rigorous academic standards; a commitment to high-quality teaching; a school culture that supports learning; and adequate and equitable funding.

In the summary of each state, West Virginia was lauded for its high priority in increasing student achievement; commitment to increasing teacher salaries; low student-teacher ratio; technology initiatives including the basic skills/computer education program, distance learning and Internet access; and SB 300, the Jobs Through Education legislation.

West Virginia's success in education reform initiatives and the outstanding progress in achieving our state education goals are documented on the following pages.

## **WEST VIRGINIA'S EDUCATION SUCCESS**

### **GOAL 1:**

***All students will have equal educational opportunities and will be ready for the first grade***

#### **Instructional Goals and Objectives**

West Virginia recently adopted new instructional goals and objectives for the core content areas. The objectives are aligned with state assessment benchmarks as well as National Assessment of Educational Progress frameworks and national standards documents. Every educator in the state received a personal copy.

#### **Basic Skills/Computer Education Program**

10-year initiative begun in 1989 to use technology to improve student achievement. Over 19,500 computers in K-6 classrooms. Project now moving into secondary level.

#### **Internet/WORLD SCHOOL**

Partnership between West Virginia Department of Education and Bell-Atlantic-WV to give all public schools direct access to Internet.

•689 of state's 873 schools connected

Program received Computerworld Smithsonian Award for inclusion in 1997 Innovation Collection housed at Smithsonian Institute's Permanent Research Collection

#### **West Virginia Microcomputer Educational Network**

Toll-free statewide electronic bulletin board for 9,000 educational and community users. Provides electronic mail, bulletin and conference areas, public domain software, general communication.

#### **Distance Learning**

More than 300 downlink sites for satellite-delivered courses.

#### **Microsoft Partnership**

Over \$2 million worth of software has been provided by Microsoft including multimedia reference tools, creative writing and art programs.



**West Virginia Education Information System**

An administrative management information and communication system for schools and county boards of education.

**IBM Reinventing Education Grant**

West Virginia—one of 10 national sites selected to receive grant to design, test and implement instructional activities using Internet

**Teach/Reteach**

West Virginia's unique organizational instructional framework to assure all students will be able to read, write and solve mathematical problems. Student-focused approach that calls for adjusting instructional time for mastering basic skills

**GOAL 2:**

*Student performance will equal or exceed national averages with an emphasis on science and mathematics achievement. Performance measures for students in the lowest quartile will improve by 50 percent.*

**National Assessment of Educational Progress**

West Virginia fourth and eighth graders made substantial gains in 1996 math assessment over 1992 scores: one of top three states in improvement. Fourth grade scores up eight points; eighth grade scores up six points. West Virginia students ranked 9th nationally; eighth graders ranked 15th nationally. These scores are most impressive since West Virginia ranks 49th in per capita income and since family income is often used as a predictor of student achievement.

**American College Testing**

West Virginia students earned their highest composite score ever with a 20.0. Substantial increases were noted for students in non-core curriculum.

**New Graduation Requirements**

New State Board policy that increases graduation requirements to include additional math, science and fine arts; increases levels of courses required; eliminates watered-down curriculum and requires higher level courses such as algebra.

**National Science Foundation Grant**

\$4.1 million comprehensive teacher enhancement grant to improve content knowledge and pedagogical skills of science teachers grades 7-10. Project CATS: Coordinated and Thematic Science promotes National Science Education Standards and the goals of Project 2061 of the American Association for the Advancement of Science

**Appalachian Rural Systemic Initiative**

West Virginia is one of six states to join forces to enhance educational opportunities within rural Appalachian communities. Fourteen counties targeted to improve science, mathematics and technology education

**GOAL 3:**

*The best personnel will be recruited, retained, provided professional development to improve their skills and will be compensated with competitive salaries and benefits.*

**Teacher Salaries**

In 1990, over \$300 million committed to increasing teacher salaries that raised their national ranking from 49th to 32nd. It was the largest three-year salary increase in the nation.

**Staff Development**

Leaders of Learning Conference

Annual conference for statewide teachers and principals featuring concurrent sessions on the latest education initiatives conducted by state presenters

Center for Professional Development

Provides quality training programs in teaching and management with an emphasis on technology. Also conducts Principals' Academy for leadership and management training.

**GOAL 4:**

***Ninety percent of ninth grade students will graduate from high school with the knowledge and skills necessary for college, other postsecondary education or gainful employment. The number of high school graduates will increase by 50 percent.***

**Principal Seminars**

Spring and fall sessions for principals, assistant principals, vocational administrators to provide quality staff development

**Workshops/Conferences**

Over 24,000 state educators attend various department-sponsored sessions throughout the year to address issues and concerns of educational reform.

**Faculty Senates**

Established in 1990 to give empowerment to educators on school governance issues.

**Senate Bill 300: Jobs Through Education Act/State Board Policies**

1996 legislation and revised State Board policies that strengthen academics and increase graduation requirements. Establishes "warranty" requirements (recognition by county board that graduate has mastered basic skills) of 50th percentile for an entry level position in the workplace; 70th percentile for advanced level position in the workplace or postsecondary education.

**High Schools That Work**

West Virginia has highest percentage of schools in the Southern Region Education Board (SREB) participating in the High Schools That Work Program. Program has posted outstanding results in student achievement.

**School-to-Work**

West Virginia was awarded a five-year, \$14.6 million implementation grant under the National School-to-Work Opportunities Act.

## **GOAL 5:**

*All school facilities will provide a safe, disciplined environment and meet the educational needs of all students.*

### **Health Initiatives**

In addition to the Claude Worthington Benedum Foundation grant that funded a health education model in five demonstration counties, West Virginia received a five-year, \$6 million grant from the Centers for Disease Control in 1992 for statewide implementation of a Healthy Schools Program. West Virginia is the National Training and Demonstration Center for Comprehensive School Health Programs and has provided training to individuals from 47 states and territories.

### **Physical Fitness**

Passage rate for West Virginia on the President's Physical Fitness Test has increased from 17.7% to 22.3%.

### **Breakfast Participation**

West Virginia ranks first in the nation in school breakfast participation.

### **School Facilities**

In 1989, the West Virginia Legislature created the School Building Authority to facilitate and provide state funds for the construction and maintenance of school facilities. The sale of state bonds, combined with local funds, has generated more than \$800 million in school construction. Sixty-one new schools have been built and 780 additions and renovations have been completed affecting over 70% of West Virginia students.

### **School Bus Safety**

West Virginia school bus drivers are required to attend more annual training than in any other state. WV was cited in a national publication as the only state that regulates outside employment of bus drivers. Drivers cannot operate a bus without a minimum of six hours off-duty time.

### **Safe School Initiatives**

Through federal monies from the Safe and Drug Free Schools initiative, West Virginia has launched outstanding programs including Peer Conflict Mediation and the Responsible Student Program. Schools utilizing the Responsible Student Program have reported a 50% decrease in student confrontations and an average increase of 4.21 points on student scores on the statewide standardized test.

**Goal 6:**

***All working-age adults will be functionally and technically literate. We will use schools, colleges and universities as centers for life-long learning.***

**West Virginia Literacy Council**

Offers scholarship program for GED graduates to pursue college or technical training; offers \$25,000 in literacy grants to libraries, homeless shelters, school systems.

**Adult Basic Education**

Over 26,000 participate annually in career planning, GED test preparation, communication skills.

**Community Service-Learning Projects**

According to Corporation for National Service, West Virginia is one of top 10 states that offer unique service-learning opportunities to all students including those with disabilities.

## **Types of Questions and Potential Answers**

### **1. Do a set of standards control a classroom preventing the "teachable moment"?**

Absolutely not. Standards establish a framework for instruction. They will not dictate every minute of the instructional day. However, competent teachers know through the "wisdom of practice" how to build alignment to this framework in most of their teaching.

### **2. Do standards narrow a curriculum?**

Standards written from data, various assessments and teacher experience are not narrow in scope. Our aim, however, is to make standards "user friendly" so that they are not an encyclopedia of statements, but realistic in terms of teaching and producing results.

### **3. Is the creativity of the child stifled by a focus on standards and a national test?**

Standards guarantee, to some extent, the basics in the core subjects. A foundation of "roots", the standards, allows the branches of creativity to blossom. Creativity is built on a knowledge base, not a vacuum.

### **4. Does a national test control teaching and limit the intellect of teacher and students?**

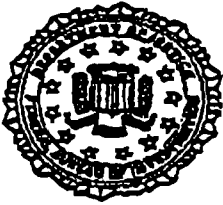
A set of standards aligned to a national exam is a major destination point of the learning journey. If one knows where he/she is going, he can establish the most efficient, profitable manner in which to take that journey. A national test in no way dictates teaching. We are not telling any professional how to teach; we are, however, indicating what should be taught at least 60% of the time. The research is suggesting that 60% of the instructional day should be devoted to a standards based curriculum.

A test operationalizes and defines a set of standards and in some way determines the profit. A test indicates if there are gaps in instruction and which achievement gaps can literally be filled.

Most people are aware of the federal deficit and our concern. Gaps in learning also produce deficits which can accumulate. We hope, with standards and a national exam in the two core subject of mathematics and reading, to reduce the learning deficit for many students.

TO MIKE COHEN  
FROM REGAN

FBI  
INFO



Federal Bureau of Investigation  
Criminal Justice Information Services Division



Multimedia Productions Group

☐ Immediate  
☐ Priority  
☒ Routine

Time Transmitted 8:50  
Number of Pages 7  
Date 5-19-97

☐ Confidential  
☐ Sensitive  
☒ Unclassified

TO: SUPT. BOB KITTLE

OF: HARRISON COUNTY SCHOOLS

RE: INFO. FOR PRES. VISIT

FAX #: 624-3361

PHONE #: \_\_\_\_\_

FROM: STEPHEN G. FISCHER

FAX #: (304) 625-5843

PHONE #: (304) 625-5820

COMMENTS:

*Call if any questions.*

*Steve*

WV/ FBI Complex. Module B-MPG. Rt 2. Clarksburg, WV. 26306.



PHI-15-1557 18-02 CLARKSBURG PRESS ADV

## **Criminal Justice Information Services Division**

### **Federal Bureau of Investigation**

#### **MISSION STATEMENT**

**"To Provide The Highest Quality Identification And  
Other Information Services In The Fight Against Crime"**

#### **OVERVIEW**

In 1924, the U.S. Congress authorized the Attorney General (AG) to begin collecting fingerprint and arrest record information voluntarily for Federal and state arrests. The AG then delegated this responsibility to the FBI. At that time, our operations began with 810,000 fingerprint cards and the repository for these cards was the FBI's Identification Division.

In 1992, the Criminal Justice Information Services (CJIS) Division was created to serve as the entity to house the consolidation of the FBI's criminal justice information systems. Therefore, the CJIS Division assumed operation, development and implementation responsibilities for several technological initiatives underway in the FBI, to include the Integrated Automated Fingerprint Identification System, the National Crime Information Center (NCIC) and its enhancement NCIC 2000, and the Uniform Crime Reporting (UCR) Program and its enhancement the National Incident-Based Reporting System (NIBRS).

On April 30, 1993, the Identification Division merged with the CJIS Division. As a result of this merger, the CJIS Division is the FBI's focal point and central repository for criminal justice information services, and the FBI now speaks with "one voice" to the law enforcement and criminal justice communities on matters concerning these services/systems.

### CJIS DIVISION COMPLEX

- The FBI purchased 986 acres of land in Clarksburg, West Virginia, on which to construct the new home of the CJIS Division. Construction of the complex started in late 1991, and was completed in 1995. This construction project was completed on-time and under budget.
  - Until construction of the complex was complete, the CJIS Division began its operations in West Virginia at two satellite facilities, one in Clarksburg, West Virginia, and one in Fairmont, West Virginia.
  - On April 23, 1995, the first module (Module E) of the Main Office Building was ready to receive its first employees. At 10:00 p.m. on that date, 450 employees reported for work and the CJIS Division began its operations at its new facility.
  - Included in the complex are a Visitors Center, the Service Center, a Central Utilities Plant, an on-site child day care facility, and the Main Office Building.
  - The 70,399 square foot Service Center houses the shipping/receiving, maintenance, warehousing, and automotive and fueling services for the entire CJIS Division complex.
  - The Central Utilities Plant provides the Main Office Building with heating and cooling services.
  - The on-site day care facility is known as the Lasting Impressions Child Development Center. The center enrolls children from infants through pre-school age, and serves as a before- and after-school center for children up to age 12.
  - The centerpiece of the complex is the Main Office Building. It is of modular design, five modules in all, and encompasses almost 500,000 square feet. From one end to the other, the Main Office Building is approximately the length of three football fields. An aerial photograph of this building is enclosed.
- The Main Office Building features a 500-seat auditorium, 600-seat cafeteria, and atria for visitors and employees. The Main Office Building also includes the Data Center, which will be the home for the IAFIS, NCIC 2000, and NIBRS.
- As of the close of business May 16, 1997, the CJIS Division workforce in West Virginia totals 2,631.
  - An Official Opening Ceremony of the Main Office Building is set for 1:00 p.m. On Thursday, May 29, 1997.

## CJIS DIVISION OPERATIONS

### Fingerprint Processing

- The primary function of the CJIS Division is the processing criminal and civil fingerprint cards. The FBI's CJIS Division is by a factor of four the world's largest repository of fingerprint cards. As of the end of April 1997, the CJIS Division fingerprint card holdings totalled almost 219.7 million. To put this into perspective, the next largest repository is the State of California. Another view point is that the CJIS Division's holdings are greater than the combined total for all the repositories in Europe.
- Each day the CJIS Division receives an average of 55,000 fingerprint cards submitted by law enforcement and criminal justice communities, and licensing and regulatory agencies nationwide.
- During Fiscal Year 1996 (FY96), the CJIS Division received a total of 11,243,539 fingerprint cards (criminal and civil). This marked the highest number of receipts since the height of World War II (1943-44). During this same time period, the CJIS Division processed 9,781,111 fingerprint cards, which resulted in 3,589,400 identifications being made against existing records, including the identification of over 66,000 fugitives.
- During FY97 (as of the end of April 1997), the CJIS Division has received over 8 million fingerprint cards. Of those, nearly 2.1 million, or 26.1%, have resulted in identifications being made against existing records.

### IAFIS

- The IAFIS is the core of the FBI's revitalization of its current fingerprint processing operation. The CJIS Division is responsible for the development of this system.

It is comprised of three major integrated segments under development simultaneously. The three segments are: (1) Identification Tasking and Networking, (2) an upgraded Interstate Identification Index, and (3) an Automated Fingerprint Identification System.
- The IAFIS is scheduled to become operational in July 1999.

NCIC 2000

- NCIC 2000 is the technological enhancement of the current operational NCIC. The FBI's Information Resources Division is responsible for the development of this system.
- Upon completion of the developmental phase, operational responsibility for NCIC 2000 will be that of the CJIS Division.
- NCIC 2000 is scheduled to become operational in July 1999.

NCIC

- The CJIS Division is responsible for the daily operations of the NCIC.
- NCIC provides the criminal justice community with immediate access to documented information concerning wanted persons, missing persons, stolen property, criminal history, and other areas vital to effective criminal justice operations. It is a 24-hour/7-day per week operation.
- When established in 1967, NCIC processed 2.5 million transactions per year, or a daily average 6,580 transactions. Currently, NCIC handles nearly 500 million transactions per year, or nearly 1.9 million transactions per day.
- NCIC is currently being enhanced through the development of NCIC 2000.

UCR

- The UCR Program is the FBI's collection, analysis, and publication of crime data. The FBI has been administering this program since 1930.
- Recognizing the need for improved statistics, the UCR Program is currently updating its current operation (summary based in eight crime categories) with the implementation of the NIBRS. NIBRS will collect data on each single crime incident and arrest within 22 crime categories.
- The CJIS Division also provides nationwide training for Federal, state, and local law enforcement. Training is provided in areas such as NCIC, NCIC 2000, the UCR Program, NIBRS, and Hate Crimes.
- The CJIS Division is also responsible for conducting audits of the law enforcement community regarding its use of the FBI's criminal justice information systems. This is to ensure that proper use and policies are being followed when utilizing these systems.

#### CJIS ADVISORY PROCESS

The CJIS Advisory Process encompasses the CJIS Advisory Policy Board, its supporting subcommittees and Working Groups, and provides the user community with an opportunity to review policy and make technical and operational recommendations to the CJIS Division and the Director of the FBI.

The CJIS Advisory Policy Board is composed of 29 high-level representatives: 20 elected representatives (12 state agencies and eight local agencies); three FBI Director appointees (one each from the judiciary, prosecutorial, and correctional community); five professional association representatives (International Association of Chiefs of Police, National Sheriffs' Association, National District Attorneys Association, American Probation and Parole Association, and the Major Cities Chiefs Association); and the Chairman of the Federal Working Group.

The Working Groups are composed of the four geographical regions of the United States, inclusive of 50 state representatives, 50 local agency representatives (one per state), and one representative from the Royal Canadian Mounted Police, District of Columbia, the Commonwealth of Puerto Rico, and the U.S. Virgin Islands. One additional Working Group is composed of Federal agency participants in FBI CJIS programs.

The CJIS Division works closely with the CJIS Advisory Policy Board in an effort to ensure the needs of the criminal justice community are heard and addressed.

#### CJIS DIVISION HIRING PLAN

The CJIS Division has been observing a dramatic and steady increase in the number fingerprint card receipts over the past few years. Figures on the number of receipts for FY 96 and FY 97 were given previously in the Fingerprint Processing section. The CJIS Division is experiencing a backlog of 2,842,870 fingerprint cards (as of the end of April 1997).

To address this backlog, both the FBI Director and the Department of Justice have approved a hiring plan as part of an overall strategy to reduce the backlog. The plan calls for the hiring of 1,100 employees by the end of September 1997. As of May 16, 1997, a total of 753 of the 1,100 employees have been hired.

**COMMUNITY OUTREACH PROGRAM**

The CJIS Division's Community Outreach Program (COP) is designed to provide students in Harrison County, West Virginia, with activities and projects to promote their individual success and to provide a solid foundation and springboard for their future endeavors. The CJIS Division believes, as a new member of the community, that it must become involved in the community.

Over the past three years, the CJIS Division has become involved in a Partners in Education effort with South Harrison High School (SHHS) and Norwood Elementary School. The CJIS Division and SHHS were cited recently with an award citing it as the best all-around partnership in Harrison County.

With Norwood Elementary School, the CJIS Division is involved with fifth graders in the Junior Special Agent Program. The first two classes recently graduated and were given their Junior Special Agent credentials at a ceremony held at the CJIS Division's Main Office Building. A main thrust of this effort was to instill hope, confidence, and self esteem in these fifth graders.

Other CJIS Division COP activities include:

- An annual memorial ceremony in honor of fallen West Virginia law enforcement officers;
- Sponsored a "Drug Free America Program" for all Harrison County high school seniors in the auditorium at the CJIS Division's Main Office Building;
- Traveled to various Harrison County schools and provided students with a "Drug Free America" presentation;
- With assistance from trained SHHS students on proper fingerprinting techniques, over 1,700 local children have had their fingerprints taken, and the cards given to their parents or guardians for safekeeping; and
- Provided area schools with Career Fairs and overview presentations of the CJIS Division and the FBI.

~~ADIDA~~  
~~More~~  
~~change~~

Bill

Leeson

Lincaid

8206.05h

# WEST VIRGINIA REPORT CARDS 1995-96

## HARRISON COUNTY SUPERINTENDENT AND ASSISTANTS

## NUMBER OF TRAINING SESSIONS ATTENDED

|                    |    |
|--------------------|----|
| Robert E. Kittle   | 43 |
| William N. Ashcraf | 20 |

## HARRISON COUNTY SCHOOL BOARD MEMBERS (as of 6/30/1996)

## TERM EXPIRES

## ATTENDED ORIENTATION MEETING

## REQUIRED TRAINING: TOTAL # OF HOURS

|                            |           |     |       |
|----------------------------|-----------|-----|-------|
| Peter J. Conley, President | 6/30/1998 |     | 08.00 |
| Wilson W. Currey           | 6/30/1996 |     | 14.00 |
| Jean M. Hardesty           | 6/30/1996 |     | 07.00 |
| Walter D. Pritchard        | 6/30/1998 | Yes | 31.00 |
| A. Garrett Snyder          | 6/30/1998 |     | 14.50 |



# Harrison

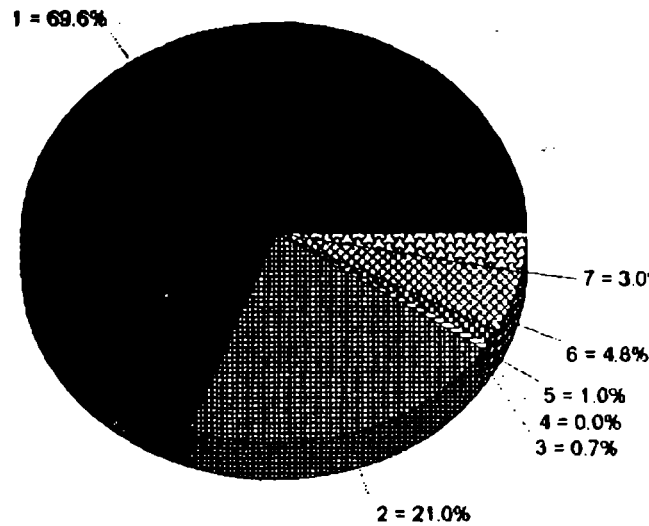
408 Water Street  
P.O. Box 1370, Clarksburg, WV 26302-1370  
Telephone: 304-624-3300



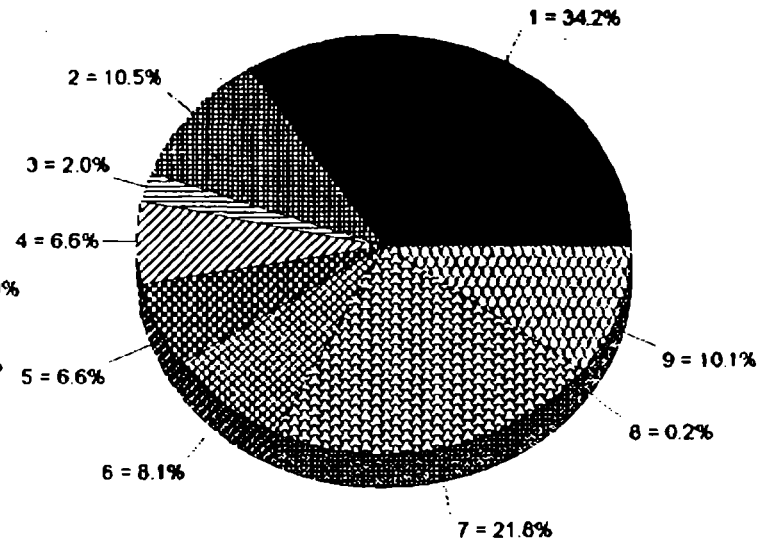
# WEST VIRGINIA REPORT CARDS 1995-96

## HARRISON COUNTY

**INSTRUCTIONAL EXPENDITURES**  
\$41,124,234.58



**NON-INSTRUCTIONAL EXPENDITURES**  
\$40,504,891.45



### Legend

- |                                   |                                |                                       |
|-----------------------------------|--------------------------------|---------------------------------------|
| ■ 1 - Salaries                    | ▨ 2 - Employee Benefits        | ▤ 3 - Purchased Professional Services |
| ▧ 4 - Purchased Property Services | ▩ 5 - Other Purchased Services | ▥ 6 - Supplies                        |
| ▦ 7 - Capital Expenditures        | ▪ 8 - Other                    | ▧ 9 - Debt Services/Other Transfers   |

WEST VIRGINIA REPORT CARDS 1995-96  
HARRISON COUNTY

| SCHOOL                          | GRADE RANGE | 2ND MONTH ENROLLMENT | SPLIT GRADES (#) | AVG CLASS SIZE | ATTENDANCE RATE (%) | MOBILITY RATE -Transfers (%) |      | PROMOTION RATE (%) | GRADUATES (#) | DROPOUTS (%) |
|---------------------------------|-------------|----------------------|------------------|----------------|---------------------|------------------------------|------|--------------------|---------------|--------------|
|                                 |             |                      |                  |                |                     | In                           | Out  |                    |               |              |
| ADAMSTON ELEMENTARY SCHOOL      | PK - 05     | 273                  | 0                | 19.8           | 94.4                | 5.8                          | 4.9  | 96.6               | 0             | 0.0          |
| HARDEN ELEMENTARY SCHOOL        | PK - 05     | 245                  | 0                | 21.1           | 94.6                | 11.4                         | 18.6 | 98.0               | 0             | 0.0          |
| JOHNSON ELEMENTARY SCHOOL       | K - 05      | 575                  | 0                | 23.2           | 96.0                | 6.6                          | 5.4  | 99.3               | 0             | 0.0          |
| LOST CREEK ELEMENTARY SCHOOL    | PK - 06     | 206                  | 0                | 24.5           | 94.1                | 3.4                          | 9.5  | 96.7               | 0             | 0.0          |
| LUMBERPORT ELEMENTARY SCHOOL    | K - 05      | 382                  | 0                | 22.2           | 93.9                | 3.8                          | 7.3  | 96.8               | 0             | 0.0          |
| NORTH VIEW ELEMENTARY SCHOOL    | PK - 05     | 348                  | 0                | 21.0           | 93.2                | 10.8                         | 5.2  | 94.1               | 0             | 0.0          |
| NORWOOD ELEMENTARY SCHOOL       | PK - 05     | 313                  | 0                | 23.3           | 95.9                | 4.2                          | 6.1  | 100.0              | 0             | 0.0          |
| SIMPSON ELEMENTARY SCHOOL       | PK - 05     | 393                  | 0                | 22.5           | 95.6                | 8.3                          | 7.0  | 97.4               | 0             | 0.0          |
| VAN HORN ELEMENTARY SCHOOL      | K - 05      | 160                  | 0                | 19.3           | 95.0                | 3.6                          | 9.4  | 96.3               | 0             | 0.0          |
| WEST MILFORD ELEMENTARY SCHOOL  | K - 06      | 558                  | 0                | 23.4           | 94.7                | 6.1                          | 5.8  | 97.3               | 0             | 0.0          |
| WILSONBURG ELEMENTARY SCHOOL    | K - 05      | 240                  | 0                | 20.7           | 92.9                | 3.3                          | 8.6  | 97.4               | 0             | 0.0          |
| BIG ELM ELEMENTARY SCHOOL       | PK - 05     | 728                  | 0                | 24.3           | 93.6                | 10.1                         | 7.7  | 95.7               | 0             | 0.0          |
| NUTTER FORT PRIMARY SCHOOL      | K - 02      | 595                  | 0                | 21.7           | 93.6                | 15.4                         | 13.6 | 93.0               | 0             | 0.0          |
| NUTTER FORT INTERMEDIATE SCHOOL | 03 - 05     | 601                  | 0                | 23.3           | 94.7                | 8.0                          | 5.7  | 99.5               | 0             | 0.0          |
| BRIDGEPORT MIDDLE SCHOOL        | 06 - 08     | 682                  | 0                | 24.6           | 94.9                | 5.7                          | 5.3  | 99.3               | 0             | 1.3          |
| LUMBERPORT MIDDLE SCHOOL        | 06 - 08     | 582                  | 0                | 24.7           | 90.1                | 5.5                          | 4.0  | 98.8               | 0             | 1.0          |
| CORE MIDDLE SCHOOL              | 06 - 08     | 377                  | 0                | 24.5           | 93.2                | 1.9                          | 4.0  | 100.0              | 0             | 0.0          |
| SALEM MIDDLE SCHOOL             | 06 - 08     | 271                  | 0                | 22.1           | 93.8                | 6.6                          | 4.4  | 100.0              | 0             | 0.9          |
| ROOSEVELT WILSON MIDDLE SCHOOL  | 06 - 08     | 721                  | 0                | 23.6           | 92.4                | 5.5                          | 6.7  | 99.3               | 0             | 0.0          |
| BRIDGEPORT HIGH SCHOOL          | 09 - 12     | 842                  | 0                | 19.3           | 95.9                | 5.1                          | 4.0  | 0.0                | 184           | 11.1         |
| LIBERTY HIGH SCHOOL             | 09 - 12     | 757                  | 0                | 15.7           | 92.6                | 4.1                          | 6.2  | 0.0                | 159           | 11.2         |
| LINCOLN HIGH SCHOOL             | 09 - 12     | 784                  | 0                | 19.9           | 92.1                | 4.7                          | 7.1  | 0.0                | 151           | 9.6          |
| SOUTH HARRISON HIGH SCHOOL      | 07 - 12     | 720                  | 0                | 18.3           | 95.6                | 2.9                          | 6.4  | 99.6               | 109           | 9.2          |
| ROBERT C BYRD HIGH SCHOOL       | 09 - 12     | 923                  | 0                | 18.5           | 93.4                | 2.3                          | 10.1 | 0.0                | 165           | 10.3         |
| HARRISON COUNTY                 |             | 12,308               | 0                | 20.8           | 93.9                | 5.8                          | 6.8  | 97.8               | 768           | 11.2         |
| WEST VIRGINIA                   |             | 307,508              | 223              | 20.7           | 93.9                | 6.6                          | 7.9  | 97.4               | 20,532        | 15.7         |

| SCHOOL                          | PUPIL/TECH RATIO | PUPIL/ADM RATIO | AVERAGE TCHR/ADM EXP (YRS) | TEACHER AND ADMINISTRATOR LEVEL OF EDUCATION (#) |          |        |            |            |            |     |       |
|---------------------------------|------------------|-----------------|----------------------------|--------------------------------------------------|----------|--------|------------|------------|------------|-----|-------|
|                                 |                  |                 |                            | Bach                                             | Bach +15 | Master | Master +15 | Master +30 | Master +45 | PhD | Other |
| ADAMSTON ELEMENTARY SCHOOL      | 15.3             | 273.0           | 18.3                       | 1                                                | 6        | 2      | 5          | 4          | 3          | 0   | 0     |
| HARDEN ELEMENTARY SCHOOL        | 13.3             | 245.0           | 15.4                       | 0                                                | 9        | 1      | 3          | 2          | 8          | 0   | 0     |
| JOHNSON ELEMENTARY SCHOOL       | 18.8             | 287.5           | 19.8                       | 3                                                | 8        | 3      | 7          | 5          | 12         | 0   | 0     |
| LOST CREEK ELEMENTARY SCHOOL    | 18.4             | 206.0           | 20.6                       | 1                                                | 2        | 4      | 2          | 2          | 4          | 0   | 0     |
| LUMBERPORT ELEMENTARY SCHOOL    | 18.5             | 382.0           | 15.2                       | 1                                                | 13       | 0      | 1          | 7          | 4          | 0   | 0     |
| NORTH VIEW ELEMENTARY SCHOOL    | 17.2             | 348.0           | 18.7                       | 1                                                | 4        | 2      | 4          | 3          | 11         | 0   | 0     |
| NORWOOD ELEMENTARY SCHOOL       | 16.9             | 313.0           | 15.7                       | 1                                                | 4        | 1      | 5          | 2          | 10         | 0   | 0     |
| SIMPSON ELEMENTARY SCHOOL       | 21.0             | 393.0           | 17.4                       | 3                                                | 10       | 3      | 2          | 3          | 2          | 0   | 0     |
| VAN HORN ELEMENTARY SCHOOL      | 14.5             | 160.0           | 19.3                       | 0                                                | 5        | 3      | 4          | 1          | 1          | 0   | 0     |
| WEST MILFORD ELEMENTARY SCHOOL  | 18.6             | 558.0           | 18.7                       | 1                                                | 9        | 3      | 2          | 6          | 14         | 0   | 0     |
| WILSONBURG ELEMENTARY SCHOOL    | 13.7             | 240.0           | 17.1                       | 1                                                | 6        | 2      | 3          | 3          | 6          | 0   | 0     |
| BIG ELM ELEMENTARY SCHOOL       | 18.4             | 364.0           | 17.2                       | 2                                                | 16       | 5      | 8          | 8          | 6          | 0   | 0     |
| NUTTER FORT PRIMARY SCHOOL      | 18.1             | 297.5           | 19.2                       | 0                                                | 9        | 2      | 8          | 8          | 8          | 0   | 0     |
| NUTTER FORT INTERMEDIATE SCHOOL | 16.8             | 300.5           | 19.8                       | 1                                                | 12       | 3      | 5          | 7          | 11         | 1   | 0     |

WEST VIRGINIA REPORT CARDS 1995-96  
HARRISON COUNTY

| SCHOOL                     | -----PROGRAM OF STUDIES----- |              |      |       |            |                        |              |      |       |            | -----ENROLLMENT BY SUBJECT IN GRADES 9-12 (%)----- |                  |       |      |         |                   |
|----------------------------|------------------------------|--------------|------|-------|------------|------------------------|--------------|------|-------|------------|----------------------------------------------------|------------------|-------|------|---------|-------------------|
|                            | -----GRADE 9 (%)-----        |              |      |       |            | -----GRADE 11 (%)----- |              |      |       |            |                                                    |                  |       |      |         |                   |
|                            | Coll<br>Prep                 | Tech<br>Prep | Voc  | Other | No<br>Resp | Coll<br>Prep           | Tech<br>Prep | Voc  | Other | No<br>Resp | For<br>Lang                                        | English/<br>Lang | Arts  | Math | Science | Social<br>Studies |
| BRIDGEPORT HIGH SCHOOL     | 83.9                         | 8.0          | 2.7  | 3.6   | 1.8        | 71.8                   | 8.4          | 5.4  | 11.9  | 2.5        | 40.4                                               | 129.2            | 102.1 | 87.9 | 97.6    |                   |
| LIBERTY HIGH SCHOOL        | 61.5                         | 10.6         | 6.6  | 8.0   | 13.3       | 63.1                   | 9.4          | 14.1 | 13.4  | 0.0        | 33.3                                               | 102.8            | 93.8  | 90.5 | 91.4    |                   |
| LINCOLN HIGH SCHOOL        | 58.6                         | 17.3         | 8.4  | 15.2  | 0.5        | 58.6                   | 16.4         | 11.2 | 13.8  | 0.0        | 24.7                                               | 114.2            | 90.6  | 84.8 | 88.5    |                   |
| SOUTH HARRISON HIGH SCHOOL | 59.3                         | 7.6          | 4.2  | 15.3  | 13.6       | 39.7                   | 6.9          | 9.5  | 29.3  | 14.7       | 23.1                                               | 105.0            | 96.7  | 82.8 | 92.1    |                   |
| ROBERT C BYRD HIGH SCHOOL  | 48.9                         | 6.9          | 2.9  | 6.2   | 35.0       | 25.8                   | 2.1          | 2.1  | 6.7   | 63.4       | 35.5                                               | 118.6            | 91.4  | 91.9 | 87.2    |                   |
| HARRISON COUNTY            | 62.2                         | 10.0         | 4.8  | 8.7   | 14.2       | 52.2                   | 8.4          | 7.9  | 13.8  | 17.8       | 32.6                                               | 119.3            | 94.8  | 88.1 | 91.7    |                   |
| WEST VIRGINIA              | 53.5                         | 8.0          | 10.4 | 12.9  | 15.2       | 53.0                   | 7.3          | 14.5 | 12.3  | 12.8       | 30.3                                               | 117.0            | 91.8  | 88.0 | 90.2    |                   |

COMPREHENSIVE TESTS OF BASIC SKILLS - MEAN PERCENTILE SCORES

| SCHOOL NAME                     | GRADE | TOTAL<br>LANGUAGE | TOTAL<br>MATH | TOTAL<br>READING | BASIC<br>SKILLS | SPELLING | STUDY SKL (6,9,11)<br>WORD ANALYSIS (3) | SCIENCE | SOCIAL<br>STUDIES |
|---------------------------------|-------|-------------------|---------------|------------------|-----------------|----------|-----------------------------------------|---------|-------------------|
| ADAMSTON ELEMENTARY SCHOOL      | 3     | 47                | 52            | 49               | 49              | **       | **                                      | **      | **                |
| BIG ELM ELEMENTARY SCHOOL       | 3     | 66                | 76            | 56               | 67              | **       | **                                      | **      | **                |
| BRIDGEPORT HIGH SCHOOL          | 9     | 85                | 76            | 71               | 80              | 65       | 76                                      | 76      | 76                |
| BRIDGEPORT HIGH SCHOOL          | 11    | 77                | 71            | 67               | 75              | 66       | 69                                      | 71      | 70                |
| BRIDGEPORT MIDDLE SCHOOL        | 6     | 76                | 71            | 68               | 73              | **       | **                                      | **      | **                |
| GORE MIDDLE SCHOOL              | 6     | 59                | 46            | 51               | 53              | **       | **                                      | **      | **                |
| HARDEN ELEMENTARY SCHOOL        | 3     | 63                | 76            | 73               | 72              | **       | **                                      | **      | **                |
| JOHNSON ELEMENTARY SCHOOL       | 3     | 76                | 81            | 73               | 77              | **       | **                                      | **      | **                |
| LIBERTY HIGH SCHOOL             | 9     | 58                | 53            | 55               | 57              | 56       | 61                                      | 58      | 63                |
| LIBERTY HIGH SCHOOL             | 11    | 56                | 53            | 67               | 60              | 80       | 66                                      | 58      | 59                |
| LINCOLN HIGH SCHOOL             | 9     | 52                | 45            | 48               | 50              | 44       | 51                                      | 52      | 57                |
| LINCOLN HIGH SCHOOL             | 11    | 62                | 58            | 53               | 59              | 52       | 61                                      | 50      | 56                |
| LOST CREEK ELEMENTARY SCHOOL    | 3     | 76                | 89            | 82               | 85              | **       | **                                      | **      | **                |
| LOST CREEK ELEMENTARY SCHOOL    | 6     | 81                | 87            | 73               | 82              | **       | **                                      | **      | **                |
| LUMBERPORT ELEMENTARY SCHOOL    | 3     | 74                | 77            | 74               | 76              | **       | **                                      | **      | **                |
| LUMBERPORT MIDDLE SCHOOL        | 6     | 49                | 47            | 56               | 51              | **       | **                                      | **      | **                |
| NORTH VIEW ELEMENTARY SCHOOL    | 3     | 53                | 56            | 44               | 50              | **       | **                                      | **      | **                |
| NORWOOD ELEMENTARY SCHOOL       | 3     | 84                | 90            | 83               | 88              | **       | **                                      | **      | **                |
| NUTTER FORT INTERMEDIATE SCHOOL | 3     | 73                | 82            | 62               | 73              | **       | **                                      | **      | **                |
| ROBERT C BYRD HIGH SCHOOL       | 9     | 63                | 60            | 61               | 63              | 51       | 59                                      | 58      | 62                |
| ROBERT C BYRD HIGH SCHOOL       | 11    | 54                | 54            | 55               | 55              | 54       | 65                                      | 56      | 55                |
| ROOSEVELT WILSON MIDDLE SCHOOL  | 6     | 47                | 44            | 46               | 47              | **       | **                                      | **      | **                |
| SALEM MIDDLE SCHOOL             | 6     | 47                | 44            | 47               | 46              | **       | **                                      | **      | **                |
| SIMPSON ELEMENTARY SCHOOL       | 3     | 76                | 77            | 70               | 76              | **       | **                                      | **      | **                |
| SOUTH HARRISON HIGH SCHOOL      | 9     | 71                | 63            | 65               | 68              | 53       | 59                                      | 61      | 68                |
| SOUTH HARRISON HIGH SCHOOL      | 11    | 61                | 56            | 58               | 61              | 53       | 61                                      | 56      | 59                |
| VAN HORN ELEMENTARY SCHOOL      | 3     | 82                | 86            | 65               | 80              | **       | **                                      | **      | **                |

# WEST VIRGINIA REPORT CARDS 1994-95

## HARRISON COUNTY SUPERINTENDENT AND ASSISTANTS

## NUMBER OF TRAINING SESSIONS ATTENDED

|                     |    |
|---------------------|----|
| Robert E. Kittle    | 28 |
| William N. Ashcraft | 18 |
| Robert M. Stemple   | 13 |

## HARRISON COUNTY SCHOOL BOARD MEMBERS (as of 6/30/95)

## TERM EXPIRES

## ATTENDED ORIENTATION MEETING

## REQUIRED TRAINING: TOTAL # OF HOURS

|                            |         |     |       |
|----------------------------|---------|-----|-------|
| Peter J. Conley, President | 6/30/98 |     | 07.00 |
| Wilson W. Currey           | 6/30/96 |     | 08.50 |
| Jean M. Hardesty           | 6/30/96 |     | 11.00 |
| Walter D. Pritchard        | 6/30/98 | Yes | 35.50 |
| A. Garrett Snyder          | 6/30/98 |     | 17.50 |



# Harrison

141

408 Water Street  
P.O. Box 1370, Clarksburg, WV 26302-1370  
Telephone: 304-624-3300

# WEST VIRGINIA REPORT CARDS

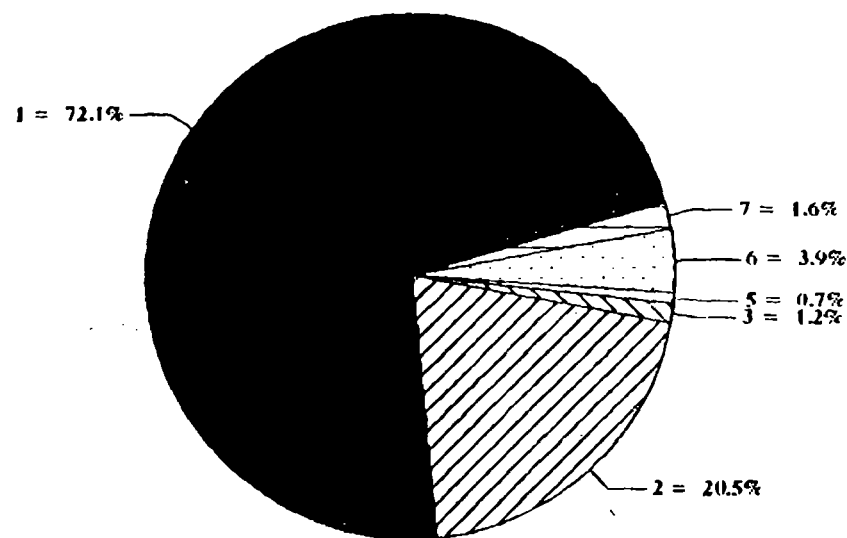
## EXPENDITURES FOR 1994-95: HARRISON COUNTY

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CLARKSBURG STF ADU

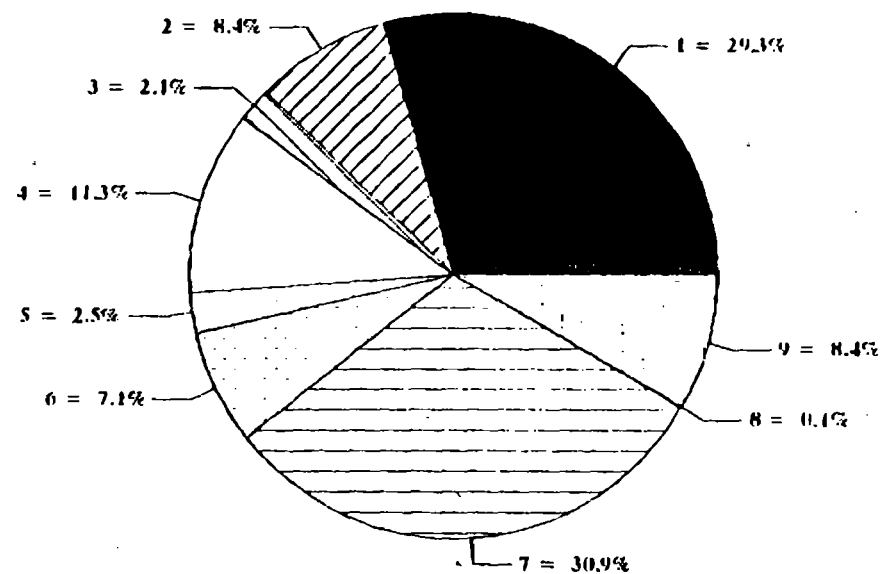
39501 P.007

### INSTRUCTIONAL EXPENDITURES \$40,160,443



- 1 - Salaries
- 2 - Employee Benefits
- 3 - Purchased Professional Services
- 4 - Purchased Property Services
- 5 - Other Purchased Services

### NON-INSTRUCTIONAL EXPENDITURES \$48,365,715



- 6 - Supplies
- 7 - Capital Expenditures
- 8 - Other
- 9 - Debt Services/Other Transfers

WEST VIRGINIA REPORT CARDS 1994-95  
HARRISON COUNTY

| SCHOOL               | GRADE RANGE | 2ND MONTH ENROLLMENT | SPLIT GRADES (#) | AVG CLASS SIZE | ATTENDANCE RATE (%) | MOBILITY RATE -Transfers (%) |      | PROMOTION RATE (%) | GRADUATES (#) | DROPOUTS (%) |
|----------------------|-------------|----------------------|------------------|----------------|---------------------|------------------------------|------|--------------------|---------------|--------------|
|                      |             |                      |                  |                |                     | In                           | Out  |                    |               |              |
| ADAMSTON EL SCH      | K - 05      | 262                  | 0                | 24.0           | 94.3                | 2.3                          | 1.4  | 100.0              | 0             | 0.0          |
| BARDEN EL SCH        | K - 05      | 242                  | 0                | 23.1           | 94.9                | 9.7                          | 15.0 | 94.4               | 0             | 0.0          |
| JOHNSON EL SCH       | K - 05      | 565                  | 0                | 24.3           | 95.8                | 6.3                          | 4.8  | 98.1               | 0             | 0.0          |
| LOST CREEK EL SCH    | K - 06      | 217                  | 0                | 23.6           | 94.7                | 8.5                          | 7.3  | 97.3               | 0             | 0.0          |
| LUMBERPORT EL SCH    | K - 05      | 369                  | 0                | 22.0           | 93.6                | 4.6                          | 3.6  | 99.2               | 0             | 0.0          |
| NORTH VIEW EL SCH    | K - 05      | 331                  | 0                | 18.3           | 93.8                | 17.0                         | 8.9  | 94.5               | 0             | 0.0          |
| NORWOOD EL SCH       | K - 05      | 313                  | 0                | 25.4           | 95.6                | 11.8                         | 6.5  | 98.7               | 0             | 0.0          |
| SIMPSON EL SCH       | K - 05      | 368                  | 0                | 23.6           | 95.7                | 4.9                          | 4.9  | 99.2               | 0             | 0.0          |
| VAN HORN EL SCH      | K - 05      | 197                  | 0                | 20.7           | 95.5                | 6.6                          | 6.6  | 96.0               | 0             | 0.0          |
| WEST MILFORD EL SCH  | K - 06      | 556                  | 0                | 23.2           | 95.6                | 7.3                          | 4.8  | 96.8               | 0             | 0.0          |
| WILSONBURG EL SCH    | K - 05      | 275                  | 0                | 23.8           | 93.4                | 10.0                         | 7.9  | 95.8               | 0             | 0.0          |
| BIG ELM EL SCH       | K - 05      | 731                  | 0                | 25.4           | 93.6                | 18.7                         | 7.5  | 97.8               | 0             | 0.0          |
| NUTTER FORT PRIMARY  | K - 02      | 594                  | 0                | 23.1           | 94.3                | 17.7                         | 15.4 | 94.2               | 0             | 0.0          |
| NUTTER FORT INTERMED | 03 - 05     | 629                  | 0                | 24.1           | 94.8                | 9.2                          | 8.4  | 99.4               | 0             | 0.0          |
| BRIDGEPORT MDL SCH   | 06 - 08     | 657                  | 0                | 26.3           | 95.4                | 2.7                          | 1.8  | 99.2               | 0             | 0.0          |
| LUMBERPORT MDL SCH   | 06 - 08     | 588                  | 0                | 25.0           | 92.4                | 9.0                          | 5.1  | 100.0              | 0             | 0.5          |
| GORE MDL SCH         | 06 - 08     | 395                  | 0                | 25.9           | 92.5                | 3.0                          | 2.0  | 100.0              | 0             | 1.5          |
| SALEM MDL SCH        | 06 - 08     | 290                  | 0                | 24.1           | 94.2                | 3.8                          | 1.0  | 100.0              | 0             | 0.0          |
| ROOSEVELT WILSON MDL | 06 - 08     | 755                  | 0                | 27.2           | 93.2                | 8.6                          | 3.3  | 99.6               | 0             | 0.4          |
| BRIDGEPORT HS        | 09 - 12     | 829                  | 0                | 19.8           | 96.3                | 5.4                          | 2.5  | 0.0                | 195           | 10.6         |
| LIBERTY HS           | 10 - 12     | 725                  | 0                | 16.3           | 92.8                | 3.6                          | 9.8  | 0.0                | 152           | 13.6         |
| LINCOLN HS           | 09 - 12     | 767                  | 0                | 17.7           | 93.0                | 8.3                          | 8.6  | 0.0                | 161           | 13.4         |
| SOUTH HARRISON HS    | 07 - 12     | 726                  | 0                | 18.5           | 95.4                | 20.7                         | 7.0  | 94.3               | 92            | 17.9         |
| WASHINGTON IRVING HS | 09 - 12     | 839                  | 0                | 19.3           | 92.7                | 7.5                          | 12.5 | 0.0                | 170           | 6.6          |
| HARRISON COUNTY      |             | 12,256               | 0                | 22.2           | 94.2                | 8.1                          | 6.5  | 98.0               | 770           | 12.3         |
| WEST VIRGINIA        |             | 311,008              | 214              | 21.4           | 93.6                | 8.3                          | 8.6  | 97.3               | 20,648        | 17.3         |

WEST VIRGINIA REPORT CARDS 1994-95  
HARRISON COUNTY

| SCHOOL               | PUPIL/TCMR<br>RATIO | PUPIL/ADM<br>RATIO | AVERAGE<br>TCMR/ADM<br>EXP (YRS) | -----TEACHER AND ADMINISTRATOR LEVEL OF EDUCATION (4)----- |             |        |               |               |               |     |       |
|----------------------|---------------------|--------------------|----------------------------------|------------------------------------------------------------|-------------|--------|---------------|---------------|---------------|-----|-------|
|                      |                     |                    |                                  | Bach                                                       | Bach<br>+15 | Master | Master<br>+15 | Master<br>+10 | Master<br>+45 | PhD | Other |
| ADAMSTON EL SCH      | 13.9                | 262.0              | 17.5                             | 1                                                          | 6           | 4      | 7             | 2             | 1             | 0   | 0     |
| HARDEN EL SCH        | 15.4                | 242.0              | 16.2                             | 0                                                          | 6           | 2      | 2             | 2             | 7             | 0   | 0     |
| JOHNSON EL SCH       | 18.6                | 282.5              | 19.4                             | 0                                                          | 8           | 3      | 8             | 6             | 10            | 0   | 0     |
| LOST CREEK EL SCH    | 19.4                | 217.0              | 18.3                             | 1                                                          | 2           | 4      | 2             | 3             | 3             | 0   | 0     |
| LUMBERPORT EL SCH    | 18.2                | 369.0              | 14.9                             | 2                                                          | 12          | 0      | 3             | 5             | 3             | 0   | 0     |
| NORTH VIEW EL SCH    | 15.1                | 331.0              | 18.1                             | 2                                                          | 4           | 1      | 5             | 2             | 12            | 0   | 0     |
| NORWOOD EL SCH       | 17.3                | 313.0              | 15.8                             | 1                                                          | 6           | 1      | 5             | 2             | 7             | 0   | 0     |
| SIMPSON EL SCH       | 19.4                | 368.0              | 17.1                             | 2                                                          | 10          | 4      | 3             | 2             | 2             | 0   | 0     |
| VAN HORN EL SCH      | 16.6                | 197.0              | 18.6                             | 0                                                          | 7           | 0      | 4             | 2             | 1             | 0   | 0     |
| WEST MILFORD EL SCH  | 18.2                | 278.0              | 17.4                             | 2                                                          | 9           | 3      | 3             | 5             | 13            | 0   | 0     |
| WILSONBURG EL SCH    | 15.9                | 275.0              | 17.0                             | 0                                                          | 6           | 3      | 4             | 3             | 4             | 0   | 0     |
| BIG ELM EL SCH       | 18.1                | 365.5              | 15.0                             | 2                                                          | 18          | 4      | 11            | 6             | 6             | 0   | 0     |
| NUTTER FORT PRIMARY  | 18.3                | 297.0              | 17.9                             | 1                                                          | 9           | 3      | 8             | 8             | 6             | 0   | 0     |
| NUTTER FORT INTERMED | 17.3                | 314.5              | 19.5                             | 2                                                          | 11          | 2      | 8             | 5             | 11            | 0   | 0     |
| BRIDGEPORT MDL SCH   | 15.3                | 328.5              | 18.8                             | 2                                                          | 16          | 4      | 2             | 9             | 14            | 0   | 0     |
| LUMBERPORT MDL SCH   | 14.8                | 294.0              | 14.0                             | 11                                                         | 16          | 4      | 6             | 5             | 4             | 1   | 0     |
| GORE MDL SCH         | 12.9                | 197.5              | 17.8                             | 5                                                          | 12          | 1      | 7             | 4             | 9             | 0   | 0     |
| SALEM MDL SCH        | 15.5                | 145.0              | 15.5                             | 1                                                          | 8           | 0      | 4             | 4             | 6             | 0   | 0     |
| ROOSEVELT WILSON MDL | 15.2                | 377.5              | 17.4                             | 4                                                          | 18          | 1      | 10            | 9             | 14            | 0   | 0     |
| BRIDGEPORT HS        | 16.6                | 414.5              | 17.7                             | 6                                                          | 12          | 9      | 9             | 10            | 10            | 2   | 0     |
| LIBERTY HS           | 15.0                | 362.5              | 19.6                             | 4                                                          | 22          | 6      | 7             | 13            | 4             | 0   | 0     |
| LINCOLN HS           | 15.2                | 383.5              | 18.3                             | 8                                                          | 18          | 5      | 3             | 15            | 10            | 0   | 0     |
| SOUTH HARRISON HS    | 15.1                | 242.0              | 15.9                             | 4                                                          | 24          | 2      | 8             | 8             | 8             | 1   | 0     |
| WASHINGTON IRVING HS | 16.1                | 419.5              | 19.1                             | 2                                                          | 21          | 6      | 4             | 11            | 15            | 0   | 0     |
| HARRISON COUNTY      | 15.5                | 222.8              | 17.8                             | 64                                                         | 278         | 67     | 118           | 141           | 184           | 4   | 0     |
| WEST VIRGINIA        | 15.0                | 197.3              | 15.3                             | 1,364                                                      | 7,400       | 1,724  | 2,787         | 4,288         | 4,217         | 124 | 17    |

## PERSONNEL INFORMATION

## Professional Educators

Number Employed That Exceeds Number Allowed By The Public School Support Plan 15.05  
 Salary Supplement That Would Be Available Per State Authorized Professional Educator \$591.00

## Service Personnel

Number Employed That Exceeds Number Allowed By The Public School Support Plan 10.97  
 Salary Supplement That Would Be Available Per State Authorized Professional Educator \$358.19

WEST VIRGINIA REPORT CARDS 1994-95  
HARRISON COUNTY

| SCHOOL               | -----GRADE 9 (1)----- |              |      |       |            | -----GRADE 11 (1)----- |              |      |       |            | ---ENROLLMENT BY SUBJECT IN GRADES 9-12 (1)--- |                       |       |         |                   |
|----------------------|-----------------------|--------------|------|-------|------------|------------------------|--------------|------|-------|------------|------------------------------------------------|-----------------------|-------|---------|-------------------|
|                      | Coll<br>Prep          | Tech<br>Prep | Voc  | Other | No<br>Resp | Coll<br>Prep           | Tech<br>Prep | Voc  | Other | No<br>Resp | For<br>Lang                                    | English/<br>Lang Arts | Math  | Science | Social<br>Studies |
| ADAMSTON EL SCH      | 0.0                   | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                    | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| HARDEN EL SCH        | 0.0                   | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                    | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| JOHNSON EL SCH       | 0.0                   | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                    | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| LOST CREEK EL SCH    | 0.0                   | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                    | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| LUMBERPORT EL SCH    | 0.0                   | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                    | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| NORTH VIEW EL SCH    | 0.0                   | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                    | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| NORWOOD EL SCH       | 0.0                   | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                    | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| SIMPSON EL SCH       | 0.0                   | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                    | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| VAN HORN EL SCH      | 0.0                   | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                    | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| WEST MILFORD EL SCH  | 0.0                   | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                    | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| WILSONBURG EL SCH    | 0.0                   | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                    | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| BIG ELM EL SCH       | 0.0                   | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                    | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| NUTTER FORT PRIMARY  | 0.0                   | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                    | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| NUTTER FORT INTERMED | 0.0                   | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                    | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| BRIDGEPORT MDL SCH   | 0.0                   | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                    | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| LUMBERPORT MDL SCH   | 0.0                   | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                    | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| GORE MDL SCH         | 0.0                   | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                    | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| SALEM MDL SCH        | 0.0                   | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                    | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| ROOSEVELT WILSON MDL | 0.0                   | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                    | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| BRIDGEPORT HS        | 62.9                  | 23.4         | 6.6  | 7.1   | 0.0        | 79.1                   | 6.8          | 8.5  | 5.6   | 0.0        | 40.3                                           | 119.2                 | 101.7 | 91.9    | 94.9              |
| LIBERTY HS           | 61.2                  | 13.4         | 8.0  | 17.4  | 0.0        | 66.9                   | 8.6          | 9.2  | 15.3  | 0.0        | 37.9                                           | 105.7                 | 97.7  | 81.5    | 91.2              |
| LINCOLN HS           | 62.0                  | 10.9         | 9.8  | 16.8  | 0.5        | 60.4                   | 9.7          | 13.9 | 16.0  | 0.0        | 27.4                                           | 125.8                 | 87.0  | 81.1    | 81.0              |
| SOUTH HARRISON HS    | 61.9                  | 12.4         | 10.6 | 15.0  | 0.0        | 60.4                   | 10.8         | 10.8 | 18.0  | 0.0        | 26.5                                           | 102.1                 | 95.6  | 81.4    | 89.8              |
| WASHINGTON IRVING HS | 41.1                  | 33.1         | 5.2  | 20.6  | 0.0        | 48.2                   | 25.0         | 7.3  | 19.5  | 0.0        | 35.2                                           | 120.7                 | 93.4  | 94.0    | 85.5              |
| HARRISON COUNTY      | 56.5                  | 20.0         | 7.6  | 15.7  | 0.1        | 63.5                   | 12.3         | 9.7  | 14.5  | 0.0        | 34.1                                           | 116.0                 | 95.1  | 86.7    | 88.8              |
| WEST VIRGINIA        | 52.1                  | 7.9          | 10.5 | 13.4  | 16.1       | 48.1                   | 6.7          | 13.3 | 13.0  | 18.9       | 30.6                                           | 114.9                 | 88.8  | 85.7    | 96.8              |



WEST VIRGINIA REPORT CARDS 1994-95  
HARRISON COUNTY

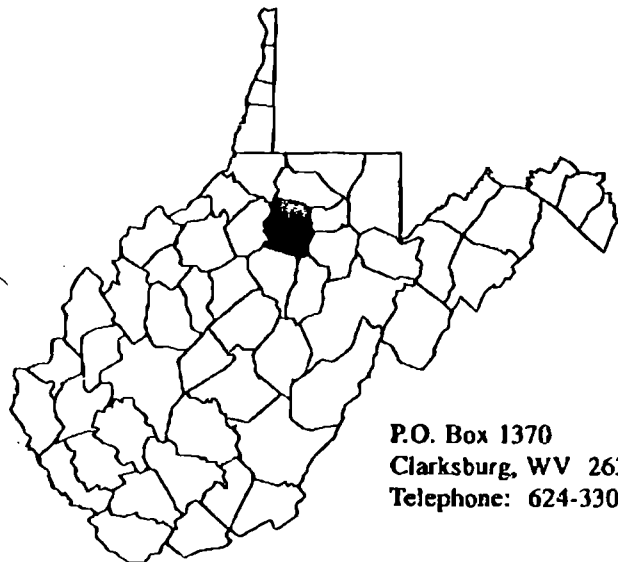
| SCHOOL               | ---TEST TAKERS--- |      |         |         |                        | ---COLLEGE ENTRANCE TEST SCORES--- |       |           |        |           |
|----------------------|-------------------|------|---------|---------|------------------------|------------------------------------|-------|-----------|--------|-----------|
|                      | ---PSAT (A)---    |      | SAT (A) | ACT (A) | Advanced Placement (F) |                                    |       | ---SAT--- |        | ---ACT--- |
|                      | 10th              | 11th |         |         | 10th                   | 11th                               | 12th  | Math      | Verbal |           |
| ADAMSTON EL SCH      | 0.0               | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0         | 0      | 0.0       |
| HARDEN EL SCH        | 0.0               | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0         | 0      | 0.0       |
| JOHNSON EL SCH       | 0.0               | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0         | 0      | 0.0       |
| LOST CREEK EL SCH    | 0.0               | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0         | 0      | 0.0       |
| LUMBERPORT EL SCH    | 0.0               | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0         | 0      | 0.0       |
| NORTH VIEW EL SCH    | 0.0               | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0         | 0      | 0.0       |
| NORWOOD EL SCH       | 0.0               | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0         | 0      | 0.0       |
| SIMPSON EL SCH       | 0.0               | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0         | 0      | 0.0       |
| VAN HORN EL SCH      | 0.0               | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0         | 0      | 0.0       |
| WEST MILFORD EL SCH  | 0.0               | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0         | 0      | 0.0       |
| WILSONBURG EL SCH    | 0.0               | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0         | 0      | 0.0       |
| BIG ELM EL SCH       | 0.0               | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0         | 0      | 0.0       |
| NUTTER FORT PRIMARY  | 0.0               | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0         | 0      | 0.0       |
| NUTTER FORT INTERMED | 0.0               | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0         | 0      | 0.0       |
| BRIDGEPORT MDL SCH   | 0.0               | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0         | 0      | 0.0       |
| LUMBERPORT MDL SCH   | 0.0               | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0         | 0      | 0.0       |
| CORE MDL SCH         | 0.0               | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0         | 0      | 0.0       |
| SALEM MDL SCH        | 0.0               | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0         | 0      | 0.0       |
| ROOSEVELT WILSON MDL | 0.0               | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0         | 0      | 0.0       |
| BRIDGEPORT HS        | 0.0               | 39.5 | 32.3    | 77.9    | 0                      | 1                                  | 15    | 472       | 438    | 20.6      |
| LIBERTY HS           | 1.1               | 34.9 | 4.6     | 59.2    | 0                      | 0                                  | 5     | 0         | 0      | 20.3      |
| LINCOLN HS           | 0.0               | 27.9 | 6.8     | 49.1    | 0                      | 0                                  | 6     | 451       | 458    | 19.1      |
| SOUTH HARRISON HS    | 0.0               | 5.2  | 4.3     | 59.8    | 0                      | 0                                  | 2     | 0         | 0      | 19.1      |
| WASHINGTON IRVING HS | 0.0               | 20.7 | 18.8    | 59.4    | 0                      | 0                                  | 1     | 502       | 481    | 20.3      |
| HARRISON COUNTY      | 0.2               | 27.0 | 15.2    | 61.9    | 0                      | 1                                  | 29    | 476       | 451    | 20.1      |
| WEST VIRGINIA        | 8.9               | 26.4 | 16.0    | 55.9    | 16                     | 789                                | 1,408 | 484       | 448    | 20.8      |

WEST VIRGINIA REPORT CARDS 1994-95  
 COMPREHENSIVE TESTS OF BASIC SKILLS - MEAN PERCENTILE SCORES  
 HARRISON COUNTY

| SCHOOL NAME          | GRADE | TOTAL<br>LANGUAGE | TOTAL<br>MATH | TOTAL<br>READING | BASIC<br>SKILLS | SPELLING | STUDY SKL (6,9,11)<br>WORD ANALYSIS (J) | SCIENCE | SOCIAL<br>STUDIES |
|----------------------|-------|-------------------|---------------|------------------|-----------------|----------|-----------------------------------------|---------|-------------------|
| ADAMSTON EL          | 3     | 46                | 62            | 50               | 52              | 39       | 66                                      | 54      | 45                |
| BIG ELM ELEM         | 3     | 58                | 73            | 52               | 62              | 39       | 49                                      | 56      | 48                |
| BRIDGEPORT HS        | 9     | 80                | 73            | 73               | 77              | 66       | 73                                      | 73      | 75                |
| BRIDGEPORT HS        | 11    | 84                | 69            | 71               | 70              | 70       | 69                                      | 71      | 68                |
| BRIDGEPORT MIDDLE SC | 6     | 82                | 77            | 76               | 81              | 66       | 77                                      | 80      | 77                |
| GORE MIDDLE          | 6     | 58                | 44            | 53               | 52              | 52       | 57                                      | 54      | 53                |
| HARDEN ELEMENTARY    | 3     | 79                | 81            | 78               | 81              | 84       | 71                                      | 89      | 86                |
| JOHNSON EL           | 3     | 75                | 73            | 71               | 74              | 61       | 71                                      | 59      | 61                |
| LIBERTY HIGH SCHOOL  | 9     | 54                | 50            | 52               | 53              | 53       | 56                                      | 50      | 56                |
| LIBERTY HIGH SCHOOL  | 11    | 65                | 56            | 57               | 61              | 58       | 68                                      | 56      | 58                |
| LINCOLN HIGH SCHOOL  | 9     | 51                | 51            | 54               | 54              | 53       | 54                                      | 56      | 56                |
| LINCOLN HIGH SCHOOL  | 11    | 55                | 56            | 51               | 55              | 51       | 55                                      | 49      | 49                |
| LOST CREEK EL        | 3     | 66                | 95            | 75               | 84              | 61       | 88                                      | 86      | 84                |
| LOST CREEK EL        | 6     | 80                | 79            | 75               | 80              | 63       | 76                                      | 87      | 64                |
| LUMBERPORT EL        | 3     | 55                | 79            | 64               | 68              | 49       | 57                                      | 66      | 41                |
| LUMBERPORT MIDDLE SC | 6     | 55                | 53            | 59               | 56              | 61       | 59                                      | 68      | 62                |
| NORTH VIEW ELEM      | 3     | 58                | 74            | 54               | 63              | 51       | 56                                      | 44      | 51                |
| NORWOOD EL           | 3     | 79                | 87            | 77               | 83              | 90       | 77                                      | 62      | 61                |
| NUTTER FORT INTERMED | 3     | 70                | 82            | 63               | 73              | 72       | 66                                      | 62      | 54                |
| ROOSEVELT WILSON MID | 6     | 66                | 68            | 59               | 65              | 55       | 65                                      | 60      | 66                |
| SALEM MIDDLE         | 6     | 55                | 47            | 53               | 52              | 55       | 57                                      | 55      | 58                |
| SIMPSON EL           | 3     | 87                | 91            | 82               | 89              | 77       | 87                                      | 84      | 82                |
| SOUTH HARRISON HS    | 9     | 58                | 61            | 53               | 59              | 50       | 51                                      | 54      | 54                |
| SOUTH HARRISON HS    | 11    | 61                | 58            | 57               | 59              | 53       | 60                                      | 60      | 60                |
| VAN HORN ELEMENTARY  | 3     | 74                | 76            | 54               | 71              | 59       | 64                                      | 59      | 56                |
| WASHINGTON IRVING HS | 9     | 66                | 51            | 61               | 62              | 53       | 62                                      | 62      | 65                |
| WASHINGTON IRVING HS | 11    | 62                | 56            | 54               | 59              | 53       | 61                                      | 55      | 57                |
| WEST MILFORD EL      | 3     | 52                | 67            | 61               | 61              | 44       | 59                                      | 55      | 43                |
| WEST MILFORD EL      | 6     | 69                | 70            | 62               | 68              | 66       | 63                                      | 64      | 67                |
| WILSONBURG EL        | 3     | 59                | 75            | 71               | 71              | 59       | 71                                      | 62      | 64                |
| COUNTY               | 3     | 67                | 79            | 65               | 71              | 62       | 66                                      | 63      | 57                |
|                      | 6     | 66                | 63            | 63               | 65              | 60       | 66                                      | 67      | 66                |
|                      | 9     | 63                | 57            | 59               | 62              | 56       | 61                                      | 59      | 63                |
|                      | 11    | 67                | 59            | 58               | 63              | 58       | 63                                      | 59      | 59                |
| STATE                | 3     | 62                | 71            | 63               | 66              | 55       | 59                                      | 63      | 57                |
|                      | 6     | 59                | 62            | 56               | 59              | 61       | 62                                      | 59      | 63                |
|                      | 9     | 60                | 54            | 58               | 59              | 53       | 58                                      | 59      | 62                |
|                      | 11    | 59                | 55            | 57               | 58              | 56       | 61                                      | 59      | 61                |

## WEST VIRGINIA REPORT CARDS 1993-94

## HARRISON COUNTY



P.O. Box 1370  
Clarksburg, WV 26302-1370  
Telephone: 624-3300

## SUPERINTENDENT AND ASSISTANTS

Robert E. Kittle  
William N. Ashcraft  
Robert M. Stemple

NUMBER OF TRAINING  
SESSIONS ATTENDED

19  
14  
12

## COUNTY SCHOOL BOARD MEMBERS (as of 6/30/94)

Peter J. Conley  
Wilson W. Currey  
Jean M. Hardesty  
Sandra C. McMunn, President  
A. Garrett Snyder

TERM  
EXPIRES

6/30/94  
6/30/96  
6/30/96  
6/30/94  
6/30/94

ATTENDED  
ORIENTATION  
MEETING

Yes

TRAINING:  
TOTAL # OF HOURS

09.00  
13.00  
11.00  
11.00  
30.50

# Harrison

WEST VIRGINIA REPORT CARDS 1993-94  
HARRISON COUNTY

| SCHOOL               | GRADE RANGE | 2ND MONTH ENROLLMENT | SPLIT GRADES (#) | AVG CLASS SIZE | ATTENDANCE RATE (%) | MOBILITY RATE -Transfers (X)-<br>In Out |       | PROMOTION RATE (%) | GRADUATES (#) | DROPOUTS (%) |
|----------------------|-------------|----------------------|------------------|----------------|---------------------|-----------------------------------------|-------|--------------------|---------------|--------------|
| ADAMSTON EL SCH      | K - 05      | 262                  | 0                | 21.4           | 95.1                | 11.5                                    | 4.1   | 98.1               | 0             | 0.0          |
| HARDEN EL SCH        | K - 05      | 235                  | 0                | 24.1           | 95.9                | 5.1                                     | 7.1   | 93.8               | 0             | 0.0          |
| JOHNSON EL SCH       | K - 05      | 572                  | 0                | 23.8           | 95.7                | 5.7                                     | 2.5   | 98.8               | 0             | 0.0          |
| LOST CREEK EL SCH    | PK - 06     | 202                  | 0                | 25.1           | 95.0                | 15.3                                    | 3.8   | 95.7               | 0             | 0.0          |
| LUMBERPORT EL SCH    | K - 05      | 379                  | 0                | 23.3           | 94.1                | 21.9                                    | 2.8   | 97.1               | 0             | 0.0          |
| NORTH VIEW EL SCH    | PK - 05     | 365                  | 0                | 20.3           | 93.6                | 17.3                                    | 10.5  | 95.0               | 0             | 0.0          |
| NORWOOD EL SCH       | K - 05      | 307                  | 0                | 25.1           | 95.0                | 15.8                                    | 4.9   | 97.6               | 0             | 0.0          |
| SIMPSON EL SCH       | K - 05      | 392                  | 0                | 25.9           | 94.8                | 3.9                                     | 4.8   | 98.2               | 0             | 0.0          |
| VAN HORN EL SCH      | K - 05      | 227                  | 0                | 21.5           | 94.7                | 7.5                                     | 7.5   | 97.3               | 0             | 0.0          |
| WEST MILFORD EL SCH  | K - 06      | 581                  | 0                | 26.8           | 95.3                | 11.1                                    | 5.9   | 98.6               | 0             | 0.0          |
| WILSONBURG EL SCH    | K - 05      | 288                  | 0                | 24.6           | 93.2                | 10.0                                    | 5.2   | 96.1               | 0             | 0.0          |
| BIG ELM EL SCH       | K - 05      | 709                  | 0                | 24.2           | 94.6                | 11.5                                    | 1.9   | 96.6               | 0             | 0.0          |
| NUTTER PRIMARY       | K - 02      | 605                  | 0                | 23.1           | 94.0                | 13.4                                    | 13.6  | 95.8               | 0             | 0.0          |
| NUTTER FORT INTERMED | 03 - 05     | 596                  | 0                | 22.6           | 94.6                | 9.9                                     | 7.4   | 99.8               | 0             | 0.0          |
| BRIDGEPORT MDL SCH   | 06 - 08     | 624                  | 0                | 25.9           | 95.5                | 5.1                                     | 3.0   | 99.0               | 0             | 0.0          |
| LUMBERPORT MDL SCH   | 06 - 08     | 600                  | 0                | 19.4           | 92.6                | 11.3                                    | 6.3   | 99.3               | 0             | 0.0          |
| GORE MDL SCH         | 06 - 08     | 416                  | 0                | 27.3           | 92.7                | 11.5                                    | 4.6   | 96.4               | 0             | 1.6          |
| SALEM MDL SCH        | 06 - 08     | 300                  | 0                | 24.5           | 93.9                | 6.7                                     | 4.7   | 98.6               | 0             | 0.0          |
| ROOSEVELT WILSON MDL | 06 - 08     | 777                  | 0                | 26.9           | 93.6                | 6.7                                     | 4.6   | 99.6               | 0             | 0.8          |
| BRIDGEPORT HS        | 09 - 12     | 809                  | 0                | 20.7           | 93.3                | 7.5                                     | 5.2   | 0.0                | 166           | 16.2         |
| LIBERTY HS           | 10 - 12     | 747                  | 0                | 18.1           | 92.1                | 13.0                                    | 5.8   | 0.0                | 169           | 14.2         |
| LINCOLN HS           | 09 - 12     | 754                  | 0                | 18.9           | 92.4                | 5.6                                     | 3.8   | 0.0                | 158           | 13.2         |
| SOUTH HARRISON HS    | 07 - 12     | 718                  | 0                | 19.0           | 93.7                | 11.6                                    | 4.6   | 96.1               | 94            | 13.8         |
| WASHINGTON IRVING HS | 09 - 12     | 813                  | 0                | 20.2           | 90.3                | 10.9                                    | 4.9   | 0.0                | 147           | 23.4         |
| ALTERNATIVE HS       | 09 - 12     | 0                    | 0                | 0.0            | 0.0                 | 0.0                                     | 0.0   | 0.0                | 0             | 0.0          |
| GENESIS YOUTH CTR    | SPEC ED     | 5                    | 0                | 0.0            | 93.2                | 0.0                                     | 180.0 | 73.7               | 0             | 0.0          |
| PRESSLEY RIDGE SCH   | SPEC ED     | 15                   | 0                | 0.0            | 97.0                | 160.0                                   | 146.7 | 100.0              | 0             | 0.0          |
| MARTIN SPEC ED       | SPEC ED     | 9                    | 0                | 0.0            | 87.1                | 33.3                                    | 0.0   | 0.0                | 0             | 0.0          |
| UNITED TECH CTR      | 10 - 12     | 0                    | 0                | 0.0            | 0.0                 | 0.0                                     | 0.0   | 0.0                | 0             | 0.0          |
| HARRISON COUNTY      |             | 12,307               | 0                | 22.6           | 93.7                | 10.2                                    | 5.5   | 97.7               | 734           | 16.8         |
| WEST VIRGINIA        |             | 313,997              | 213              | 21.3           | 93.7                | 8.3                                     | 8.2   | 97.4               | 20,336        | 16.1         |

WEST VIRGINIA REPORT CARDS 1993-94  
HARRISON COUNTY

| SCHOOL               | PUPIL/TCMR<br>RATIO | PUPIL/ADM<br>RATIO | AVERAGE<br>TCMR/ADM<br>EXP (YRS) | -----TEACHER AND ADMINISTRATOR LEVEL OF EDUCATION (#)----- |             |        |               |               |               |     |       |
|----------------------|---------------------|--------------------|----------------------------------|------------------------------------------------------------|-------------|--------|---------------|---------------|---------------|-----|-------|
|                      |                     |                    |                                  | Bach                                                       | Bach<br>+15 | Master | Master<br>+15 | Master<br>+30 | Master<br>+45 | PhD | Other |
| ADAMSTON EL SCH      | 13.0                | 262.0              | 16.3                             | 2                                                          | 5           | 7      | 5             | 5             | 0             | 0   | 0     |
| HARDEN EL SCH        | 15.1                | 235.0              | 15.2                             | 0                                                          | 6           | 3      | 2             | 5             | 3             | 0   | 0     |
| JOHNSON EL SCH       | 18.9                | 286.0              | 19.0                             | 4                                                          | 8           | 3      | 9             | 12            | 1             | 0   | 0     |
| LOST CREEK EL SCH    | 19.2                | 202.0              | 17.8                             | 2                                                          | 1           | 4      | 2             | 4             | 0             | 0   | 0     |
| LUMBERPORT EL SCH    | 18.6                | 379.0              | 13.4                             | 3                                                          | 10          | 1      | 3             | 8             | 0             | 0   | 0     |
| NORTH VIEW EL SCH    | 17.3                | 365.0              | 18.2                             | 1                                                          | 4           | 2      | 4             | 12            | 2             | 0   | 0     |
| NORWOOD EL SCH       | 16.6                | 307.0              | 14.9                             | 1                                                          | 7           | 1      | 4             | 7             | 2             | 0   | 0     |
| SIMPSON EL SCH       | 20.9                | 392.0              | 15.8                             | 2                                                          | 10          | 6      | 2             | 2             | 2             | 0   | 0     |
| VAN HORN EL SCH      | 17.7                | 227.0              | 17.2                             | 0                                                          | 8           | 1      | 3             | 3             | 0             | 0   | 0     |
| WEST MILFORD EL SCH  | 19.4                | 290.5              | 16.9                             | 2                                                          | 8           | 5      | 7             | 11            | 2             | 0   | 0     |
| WILSONBURG EL SCH    | 16.8                | 288.0              | 15.4                             | 1                                                          | 5           | 3      | 4             | 6             | 1             | 0   | 0     |
| BIG ELM EL SCH       | 17.7                | 354.5              | 15.7                             | 6                                                          | 15          | 6      | 7             | 10            | 2             | 0   | 0     |
| NUTTER FORT PRIMARY  | 18.5                | 302.5              | 16.9                             | 2                                                          | 10          | 5      | 8             | 11            | 1             | 0   | 0     |
| NUTTER FORT INTERMED | 16.5                | 298.0              | 18.5                             | 1                                                          | 12          | 3      | 10            | 12            | 4             | 0   | 0     |
| BRIDGEPORT MDL SCH   | 14.6                | 312.0              | 17.8                             | 1                                                          | 16          | 5      | 3             | 16            | 6             | 0   | 0     |
| LUMBERPORT MDL SCH   | 16.2                | 300.0              | 14.3                             | 12                                                         | 17          | 3      | 5             | 6             | 0             | 1   | 0     |
| GORE MDL SCH         | 13.8                | 208.0              | 17.1                             | 5                                                          | 12          | 2      | 8             | 8             | 2             | 0   | 0     |
| SALEM MDL SCH        | 16.1                | 150.0              | 14.5                             | 2                                                          | 7           | 2      | 2             | 7             | 3             | 0   | 0     |
| ROOSEVELT WILSON MDL | 15.8                | 388.5              | 16.8                             | 5                                                          | 15          | 4      | 9             | 17            | 5             | 0   | 0     |
| BRIDGEPORT HS        | 16.6                | 404.5              | 17.2                             | 4                                                          | 13          | 10     | 9             | 17            | 1             | 2   | 0     |
| LIBERTY HS           | 15.4                | 373.5              | 17.6                             | 4                                                          | 23          | 6      | 6             | 18            | 0             | 0   | 0     |
| LINCOLN HS           | 15.0                | 377.0              | 17.6                             | 11                                                         | 17          | 3      | 6             | 22            | 0             | 0   | 0     |
| SOUTH HARRISON HS    | 15.0                | 239.3              | 14.9                             | 6                                                          | 23          | 4      | 6             | 13            | 2             | 1   | 0     |
| WASHINGTON IRVING HS | 15.3                | 406.5              | 18.1                             | 4                                                          | 21          | 6      | 7             | 17            | 5             | 0   | 0     |
| ALTERNATIVE HS       | 0.0                 | 0.0                | 14.0                             | 0                                                          | 1           | 0      | 1             | 1             | 2             | 0   | 0     |
| GENESIS YOUTH CTR    | 0.0                 | 0.0                | 0.0                              | 0                                                          | 0           | 0      | 0             | 0             | 0             | 0   | 0     |
| PRESSLEY RIDGE SCH   | 7.5                 | 0.0                | 3.5                              | 1                                                          | 1           | 0      | 0             | 0             | 0             | 0   | 0     |
| HARTMAN SPEC ED      | 1.0                 | 9.0                | 13.5                             | 1                                                          | 7           | 4      | 6             | 8             | 4             | 0   | 0     |
| UNITED TECH CTR      | 0.0                 | 0.0                | 15.5                             | 1                                                          | 7           | 1      | 1             | 6             | 5             | 0   | 0     |
| HARRISON COUNTY      | 15.5                | 223.8              | 16.9                             | 74                                                         | 273         | 39     | 122           | 234           | 55            | 4   | 0     |
| WEST VIRGINIA        | 15.0                | 196.3              | 15.7                             | 1,240                                                      | 2,439       | 1,982  | 3,058         | 5,941         | 1,804         | 113 | 0     |

PERSONNEL INFORMATION

Professional Educators

Number Employed That Exceeds Number Allowed By The Public School Support Plan 8.09  
Salary Supplement That Would Be Available Per State Authorized Professional Educator \$315.32

Service Personnel

Number Employed That Exceeds Number Allowed By The Public School Support Plan 5.18  
Salary Supplement That Would Be Available Per State Authorized Professional Educator \$164.69

WEST VIRGINIA REPORT CARDS 1993-94  
HARRISON COUNTY

| SCHOOL               | -----PROGRAM OF STUDIES----- |              |      |       |            |                        |              |      |       |            | ---ENROLLMENT BY SUBJECT IN GRADES 9-12 (X)--- |                       |      |         |                   |
|----------------------|------------------------------|--------------|------|-------|------------|------------------------|--------------|------|-------|------------|------------------------------------------------|-----------------------|------|---------|-------------------|
|                      | -----GRADE 9 (X)-----        |              |      |       |            | -----GRADE 11 (X)----- |              |      |       |            |                                                |                       |      |         |                   |
|                      | Coll<br>Prep                 | Tech<br>Prep | Voc  | Other | No<br>Resp | Coll<br>Prep           | Tech<br>Prep | Voc  | Other | No<br>Resp | For<br>Lang                                    | English/<br>Lang Arts | Math | Science | Social<br>Studies |
| ADAMSTON EL SCH      | 0.0                          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                    | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0  | 0.0     | 0.0               |
| HARDEN EL SCH        | 0.0                          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                    | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0  | 0.0     | 0.0               |
| JOHNSON EL SCH       | 0.0                          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                    | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0  | 0.0     | 0.0               |
| LOST CREEK EL SCH    | 0.0                          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                    | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0  | 0.0     | 0.0               |
| LUMBERPORT EL SCH    | 0.0                          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                    | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0  | 0.0     | 0.0               |
| NORTH VIEW EL SCH    | 0.0                          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                    | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0  | 0.0     | 0.0               |
| NORWOOD EL SCH       | 0.0                          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                    | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0  | 0.0     | 0.0               |
| SIMPSON EL SCH       | 0.0                          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                    | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0  | 0.0     | 0.0               |
| VAN HORN EL SCH      | 0.0                          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                    | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0  | 0.0     | 0.0               |
| WEST MILFORD EL SCH  | 0.0                          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                    | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0  | 0.0     | 0.0               |
| WILSONBURG EL SCH    | 0.0                          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                    | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0  | 0.0     | 0.0               |
| BIG ELM EL SCH       | 0.0                          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                    | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0  | 0.0     | 0.0               |
| MUTTER FORT PRIMARY  | 0.0                          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                    | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0  | 0.0     | 0.0               |
| MUTTER FORT INTERMED | 0.0                          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                    | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0  | 0.0     | 0.0               |
| BRIDGEPORT MDL SCH   | 0.0                          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                    | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0  | 0.0     | 0.0               |
| LUMBERPORT MDL SCH   | 0.0                          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                    | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0  | 0.0     | 0.0               |
| GORE MDL SCH         | 0.0                          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                    | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0  | 0.0     | 0.0               |
| SALEM MDL SCH        | 0.0                          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                    | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0  | 0.0     | 0.0               |
| ROOSEVELT WILSON MDL | 0.0                          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                    | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0  | 0.0     | 0.0               |
| BRIDGEPORT HS        | 60.4                         | 8.0          | 6.2  | 14.2  | 11.1       | 65.0                   | 8.7          | 4.9  | 10.2  | 11.2       | 38.6                                           | 113.7                 | 91.0 | 85.7    | 92.7              |
| LIBERTY HS           | 46.4                         | 9.2          | 11.1 | 22.2  | 11.1       | 35.9                   | 4.6          | 10.5 | 19.6  | 29.4       | 31.9                                           | 101.1                 | 90.7 | 78.7    | 86.7              |
| LINCOLN HS           | 57.4                         | 17.5         | 7.1  | 15.8  | 2.2        | 52.2                   | 8.7          | 11.8 | 16.1  | 11.2       | 32.1                                           | 119.6                 | 90.1 | 82.8    | 77.6              |
| SOUTH HARRISON HS    | 56.1                         | 17.9         | 4.1  | 14.6  | 7.3        | 47.4                   | 5.3          | 7.4  | 25.3  | 14.7       | 24.7                                           | 100.0                 | 86.4 | 85.5    | 79.4              |
| WASHINGTON IRVING HS | 29.5                         | 6.0          | 5.1  | 14.5  | 44.9       | 63.2                   | 5.8          | 8.2  | 19.9  | 2.9        | 31.0                                           | 108.9                 | 87.3 | 86.2    | 78.6              |
| ALTERNATIVE HS       | 0.0                          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                    | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0  | 0.0     | 0.0               |
| GENESIS YOUTH CTR    | 0.0                          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                    | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0  | 0.0     | 0.0               |
| PRESSLEY RIDGE SCH   | 0.0                          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                    | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0  | 0.0     | 0.0               |
| HARTMAN SPEC ED      | 0.0                          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                    | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0  | 0.0     | 0.0               |
| UNITED TECH CTR      | 0.0                          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                    | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0  | 0.0     | 0.0               |
| HARRISON COUNTY      | 48.9                         | 10.8         | 6.9  | 16.4  | 17.1       | 54.2                   | 6.9          | 8.4  | 17.2  | 13.4       | 32.3                                           | 109.5                 | 89.3 | 83.7    | 83.4              |
| WEST VIRGINIA        | 52.6                         | 7.8          | 12.2 | 12.7  | 14.7       | 51.0                   | 6.7          | 13.9 | 13.0  | 15.4       | 29.6                                           | 112.1                 | 85.6 | 83.3    | 94.2              |

WEST VIRGINIA REPORT CARDS 1993-94  
HARRISON COUNTY

| SCHOOL               | -----TEST TAKERS----- |      |         |         |                        |      |       | ---COLLEGE ENTRANCE TEST SCORES--- |        |           |
|----------------------|-----------------------|------|---------|---------|------------------------|------|-------|------------------------------------|--------|-----------|
|                      | ---PSAT (X)--         |      | SAT (%) | ACT (%) | Advanced Placement (#) |      |       | -----SAT-----                      |        | ---ACT--- |
|                      | 10th                  | 11th |         |         | 10th                   | 11th | 12th  | Math                               | Verbal | Composite |
| ADAMSTON EL SCH      | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0    | 0     | 0                                  | 0      | 0.0       |
| HARDEN EL SCH        | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0    | 0     | 0                                  | 0      | 0.0       |
| JOHNSON EL SCH       | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0    | 0     | 0                                  | 0      | 0.0       |
| LOST CREEK EL SCH    | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0    | 0     | 0                                  | 0      | 0.0       |
| LUMBERPORT EL SCH    | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0    | 0     | 0                                  | 0      | 0.0       |
| NORTH VIEW EL SCH    | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0    | 0     | 0                                  | 0      | 0.0       |
| NORWOOD EL SCH       | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0    | 0     | 0                                  | 0      | 0.0       |
| SIMPSON EL SCH       | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0    | 0     | 0                                  | 0      | 0.0       |
| VAN HORN EL SCH      | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0    | 0     | 0                                  | 0      | 0.0       |
| WEST MILFORD EL SCH  | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0    | 0     | 0                                  | 0      | 0.0       |
| WILSONBURG EL SCH    | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0    | 0     | 0                                  | 0      | 0.0       |
| BIG ELM EL SCH       | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0    | 0     | 0                                  | 0      | 0.0       |
| NUTTER FORT PRIMARY  | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0    | 0     | 0                                  | 0      | 0.0       |
| NUTTER FORT INTERMED | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0    | 0     | 0                                  | 0      | 0.0       |
| BRIDGEPORT MDL SCH   | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0    | 0     | 0                                  | 0      | 0.0       |
| LUMBERPORT MDL SCH   | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0    | 0     | 0                                  | 0      | 0.0       |
| GORE MDL SCH         | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0    | 0     | 0                                  | 0      | 0.0       |
| SALEM MDL SCH        | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0    | 0     | 0                                  | 0      | 0.0       |
| ROOSEVELT WILSON MDL | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0    | 0     | 0                                  | 0      | 0.0       |
| BRIDGEPORT HS        | 0.0                   | 36.4 | 27.7    | 74.1    | 0                      | 0    | 16    | 491                                | 463    | 20.8      |
| LIBERTY HS           | 2.5                   | 34.4 | 4.7     | 60.4    | 0                      | 0    | 5     | 0                                  | 0      | 20.2      |
| LINCOLN HS           | 0.0                   | 27.4 | 12.0    | 51.9    | 0                      | 0    | 0     | 461                                | 417    | 19.5      |
| SOUTH HARRISON HS    | 0.0                   | 14.2 | 11.7    | 52.1    | 0                      | 0    | 1     | 505                                | 457    | 20.5      |
| WASHINGTON IRVING HS | 0.0                   | 25.4 | 15.6    | 64.6    | 0                      | 0    | 1     | 495                                | 444    | 20.1      |
| ALTERNATIVE HS       | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0    | 0     | 0                                  | 0      | 0.0       |
| GENESIS YOUTH CTR    | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0    | 0     | 0                                  | 0      | 0.0       |
| PRESSLEY RIDGE SCH   | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0    | 0     | 0                                  | 0      | 0.0       |
| HARTMAN SPEC ED      | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0    | 0     | 0                                  | 0      | 0.0       |
| UNITED TECH CTR      | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0    | 0     | 0                                  | 0      | 0.0       |
| HARRISON COUNTY      | 0.5                   | 28.8 | 14.4    | 61.4    | 0                      | 0    | 23    | 491                                | 453    | 20.2      |
| WEST VIRGINIA        | 8.3                   | 26.0 | 15.7    | 54.5    | 20                     | 798  | 1,198 | 482                                | 439    | 19.0      |

WEST VIRGINIA REPORT CARDS 1993-94  
HARRISON  
COMPREHENSIVE TESTS OF BASIC SKILLS - MEAN PERCENTILE SCORES

| SCHOOL NAME          | GRADE | TOTAL<br>LANGUAGE | TOTAL<br>MATH | TOTAL<br>READING | BASIC<br>SKILLS | SPELLING | STUDY SKL (6,9,11)<br>WORD ANALYSIS (3) | SCIENCE | SOCIAL<br>STUDIES |
|----------------------|-------|-------------------|---------------|------------------|-----------------|----------|-----------------------------------------|---------|-------------------|
| ADAMSTON EL          | 3     | 47                | 56            | 51               | 52              | **       | **                                      | **      | **                |
| BIG ELEM ELEM        | 3     | 53                | 68            | 61               | 61              | **       | **                                      | **      | **                |
| BRIDGEPORT HS        | 9     | 75                | 65            | 68               | 71              | 67       | 63                                      | 65      | 73                |
| BRIDGEPORT HS        | 11    | 71                | 63            | 68               | 70              | 67       | 71                                      | 69      | 68                |
| BRIDGEPORT MIDDLE SC | 6     | 75                | 73            | 69               | 73              | **       | **                                      | **      | **                |
| GORE MIDDLE          | 6     | 53                | 41            | 51               | 50              | **       | **                                      | **      | **                |
| HARDEN ELEMENTARY    | 3     | 63                | 70            | 71               | 69              | **       | **                                      | **      | **                |
| JOHNSON EL           | 3     | 84                | 81            | 76               | 82              | **       | **                                      | **      | **                |
| LIBERTY HIGH SCHOOL  | 9     | 50                | 44            | 49               | 49              | 43       | 54                                      | 50      | 48                |
| LIBERTY HIGH SCHOOL  | 11    | 70                | 56            | 62               | 65              | 53       | 70                                      | 59      | 59                |
| LINCOLN HIGH SCHOOL  | 9     | 57                | 52            | 52               | 55              | 56       | 58                                      | 51      | 58                |
| LINCOLN HIGH SCHOOL  | 11    | 56                | 49            | 52               | 54              | 50       | 59                                      | 51      | 56                |
| LOST CREEK EL        | 3     | 62                | 75            | 59               | 66              | **       | **                                      | **      | **                |
| LOST CREEK EL        | 6     | 59                | 63            | 62               | 63              | **       | **                                      | **      | **                |
| LUMBERPORT EL        | 3     | 52                | 71            | 61               | 62              | **       | **                                      | **      | **                |
| LUMBERPORT MIDDLE SC | 6     | 46                | 40            | 41               | 43              | **       | **                                      | **      | **                |
| NORTH VIEW ELEM      | 3     | 47                | 49            | 51               | 49              | **       | **                                      | **      | **                |
| NORWOOD EL           | 3     | 79                | 83            | 73               | 80              | **       | **                                      | **      | **                |
| NUTTER FORT INTERMED | 3     | 68                | 82            | 61               | 71              | **       | **                                      | **      | **                |
| ROOSEVELT WILSON MID | 6     | 61                | 57            | 56               | 59              | **       | **                                      | **      | **                |
| SALEM NIDDLE         | 6     | 49                | 47            | 51               | 49              | **       | **                                      | **      | **                |
| SIMPSON EL           | 3     | 72                | 71            | 71               | 72              | **       | **                                      | **      | **                |
| SOUTH HARRISON HS    | 9     | 67                | 63            | 59               | 65              | 58       | 56                                      | 65      | 65                |
| SOUTH HARRISON HS    | 11    | 65                | 59            | 61               | 62              | 57       | 63                                      | 59      | 61                |
| VAN HORN ELEMENTARY  | 3     | 40                | 51            | 53               | 48              | **       | **                                      | **      | **                |
| WASHINGTON IRVING HS | 9     | 57                | 45            | 54               | 53              | 47       | 54                                      | 54      | 56                |
| WASHINGTON IRVING HS | 11    | 63                | 56            | 63               | 62              | 61       | 65                                      | 61      | 65                |
| WEST MILFORD EL      | 3     | 67                | 71            | 65               | 69              | **       | **                                      | **      | **                |
| WEST MILFORD EL      | 6     | 67                | 67            | 58               | 65              | **       | **                                      | **      | **                |
| WILSONBURG EL        | 3     | 61                | 54            | 70               | 62              | **       | **                                      | **      | **                |
| COUNTY               | 3     | 65                | 72            | 64               | 68              | **       | **                                      | **      | **                |
|                      | 6     | 59                | 55            | 55               | 58              | **       | **                                      | **      | **                |
|                      | 9     | 61                | 53            | 56               | 58              | 55       | 58                                      | 56      | 60                |
|                      | 11    | 65                | 58            | 62               | 62              | 58       | 66                                      | 60      | 62                |
| STATE                | 3     | 61                | 69            | 63               | 65              | **       | **                                      | **      | **                |
|                      | 6     | 59                | 61            | 55               | 59              | **       | **                                      | **      | **                |
|                      | 9     | 59                | 53            | 58               | 57              | 53       | 55                                      | 58      | 62                |
|                      | 11    | 60                | 56            | 58               | 59              | 57       | 62                                      | 59      | 62                |

\*\* SUBTESTS NOT ADMINISTERED IN ALL SCHOOLS BECAUSE OF LOST INSTRUCTIONAL TIME DUE TO INCLEMENT WEATHER.



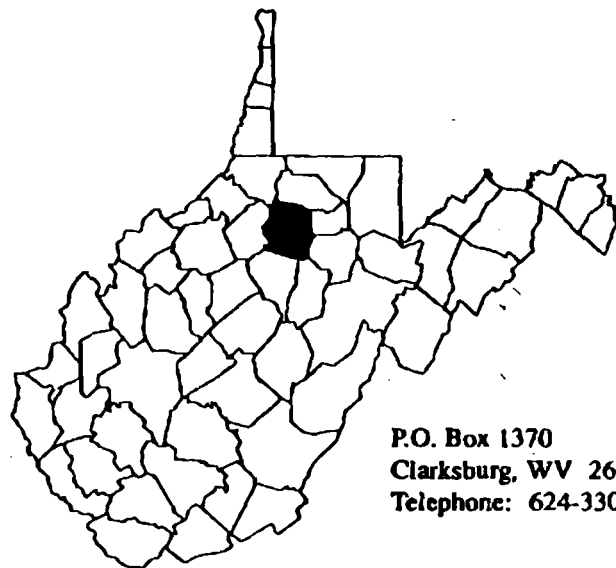
WEST VIRGINIA REPORT CARDS 1993-94  
HARRISON

ADVANCED PLACEMENT TEST (COLLEGE BOARD)  
NUMBER OF 10TH, 11TH AND 12TH GRADERS TAKING AN APT

|                      | UNITED STATES HISTORY            | STUDIO ART - GENERAL      | COMPUTER SCIENCE AB |
|----------------------|----------------------------------|---------------------------|---------------------|
| BRIDGEPORT HS        | 1                                | 0                         | 1                   |
| LIBERTY HS           | 0                                | 0                         | 0                   |
| SOUTH HARRISON HS    | 0                                | 0                         | 0                   |
| WASHINGTON IRVING HS | 0                                | 1                         | 0                   |
|                      | ENGLISH LITERATURE & COMPOSITION | MATHEMATICS - CALCULUS AB |                     |
| BRIDGEPORT HS        | 6                                | 13                        |                     |
| LIBERTY HS           | 2                                | 2                         |                     |
| SOUTH HARRISON HS    | 1                                | 0                         |                     |
| WASHINGTON IRVING HS | 0                                | 0                         |                     |

## WEST VIRGINIA REPORT CARDS 1992-93

## HARRISON COUNTY



P.O. Box 1370  
Clarksburg, WV 26302-2551  
Telephone: 624-3300

## SUPERINTENDENT AND ASSISTANTS

Robert E. Kittle  
William N. Ashcraft  
Robert M. Stemple

NUMBER OF TRAINING  
SESSIONS ATTENDED

24  
12  
18

## COUNTY SCHOOL BOARD MEMBERS (as of 6/30/93)

Peter Conley  
Wilson W. Currey  
Jean M. Hardesty  
Sandra C. McMunn, President  
A. Garrett Snyder

TERM  
EXPIRES

6/30/94  
6/30/96  
6/30/96  
6/30/94  
6/30/94

ATTENDED  
ORIENTATION  
MEETING

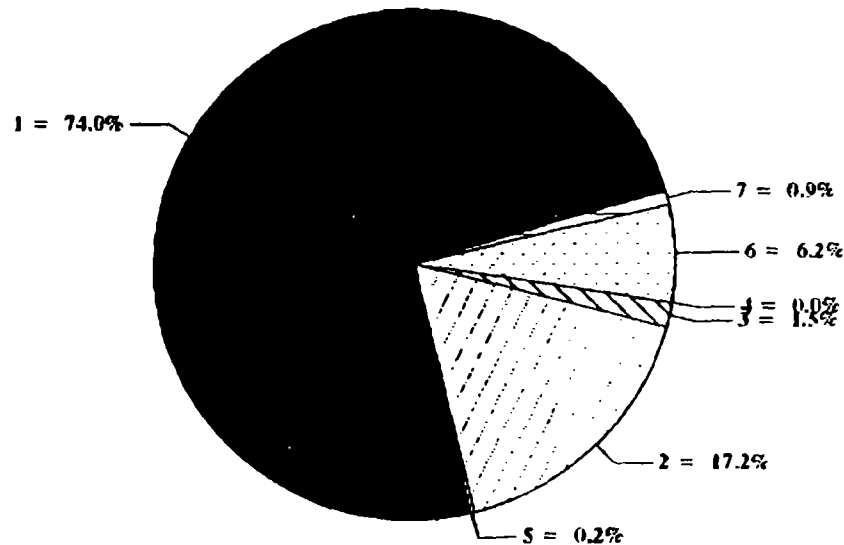
Yes  
Yes

TRAINING:  
TOTAL # OF HOURS

08.25  
29.50  
34.75  
10.25  
36.25

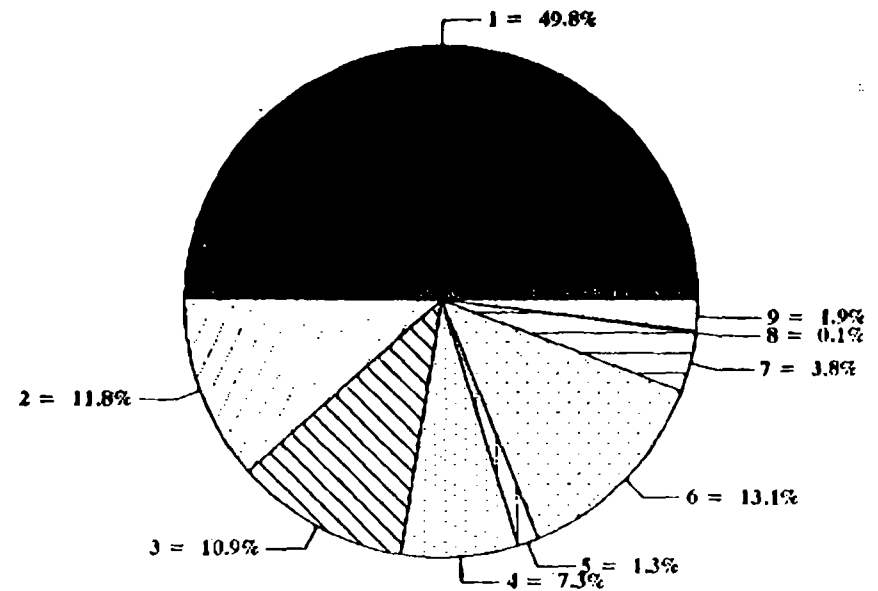
# WEST VIRGINIA REPORT CARD EXPENDITURES FOR 1991-92: HARRISON COUNTY

**INSTRUCTIONAL EXPENDITURES**  
**\$33,415,239**



- 1 - Salaries
- 2 - Employee Benefits
- 3 - Purchased Professional Services
- 4 - Purchased Property Services
- 5 - Other Purchased Services

**NON-INSTRUCTIONAL EXPENDITURES**  
**\$26,268,019**



- 6 - Supplies
- 7 - Capital Expenditures
- 8 - Other
- 9 - Debt Services/Other Transfers

WEST VIRGINIA REPORT CARDS 1992-93  
HARRISON COUNTY

| SCHOOL               | GRADE RANGE | 2ND MONTH ENROLLMENT | SPLIT GRADES (#) | AVG CLASS SIZE | ATTENDANCE RATE (%) | MOBILITY RATE  |        | PROMOTION RATE (%) | GRADUATES (#) | DROPOUTS (%) |
|----------------------|-------------|----------------------|------------------|----------------|---------------------|----------------|--------|--------------------|---------------|--------------|
|                      |             |                      |                  |                |                     | -Transfers (%) | In Out |                    |               |              |
| ADAMSTON EL SCH      | PK - 06     | 372                  | 0                | 20.3           | 93.7                | 6.7            | 9.9    | 95.4               | 0             | 0.0          |
| HARDEN EL SCH        | K - 06      | 291                  | 0                | 21.7           | 95.1                | 6.5            | 8.6    | 98.6               | 0             | 0.0          |
| JOHNSON EL SCH       | K - 05      | 593                  | 0                | 24.5           | 95.6                | 1.9            | 2.2    | 98.3               | 0             | 0.0          |
| LINDEN EL SCH        | K - 06      | 327                  | 0                | 22.8           | 93.3                | 8.0            | 15.6   | 97.4               | 0             | 0.0          |
| LOST CREEK EL SCH    | PK - 06     | 187                  | 0                | 22.8           | 93.5                | 14.4           | 7.5    | 99.4               | 0             | 0.0          |
| LUMBERPORT EL SCH    | K - 05      | 372                  | 0                | 20.8           | 92.9                | 3.0            | 6.7    | 94.7               | 0             | 0.0          |
| MORGAN EL SCH        | K - 06      | 345                  | 0                | 21.1           | 94.9                | 2.9            | 9.0    | 98.8               | 0             | 0.0          |
| NORTH VIEW EL SCH    | PK - 06     | 462                  | 0                | 21.2           | 92.3                | 18.4           | 17.7   | 98.5               | 0             | 0.0          |
| NORWOOD EL SCH       | K - 06      | 414                  | 0                | 23.3           | 95.0                | 6.3            | 6.5    | 95.9               | 0             | 0.0          |
| NUTTER FORT EL SCH   | 01 - 06     | 286                  | 0                | 23.4           | 95.6                | 4.5            | 3.8    | 98.3               | 0             | 0.0          |
| SHINNSTON PRIM SCH   | K - 03      | 462                  | 0                | 23.5           | 94.3                | 4.5            | 0.0    | 97.3               | 0             | 0.0          |
| SIMPSON EL SCH       | K - 05      | 415                  | 0                | 23.1           | 94.3                | 2.7            | 6.7    | 98.8               | 0             | 0.0          |
| SUMMIT PARK EL SCH   | K - 06      | 147                  | 0                | 18.9           | 92.6                | 15.0           | 14.3   | 93.2               | 0             | 0.0          |
| VAN HORN EL SCH      | K - 06      | 296                  | 0                | 22.8           | 94.3                | 7.4            | 5.4    | 98.0               | 0             | 0.0          |
| WEST MILFORD EL SCH  | K - 06      | 578                  | 0                | 22.5           | 95.0                | 0.0            | 5.4    | 97.5               | 0             | 0.0          |
| WILSONBURG EL SCH    | K - 06      | 356                  | 0                | 24.4           | 93.4                | 10.1           | 6.2    | 99.4               | 0             | 0.0          |
| BROADWAY EL SCH      | K - 06      | 292                  | 0                | 21.0           | 96.0                | 9.6            | 9.2    | 98.3               | 0             | 0.0          |
| SHINNSTON JHT SCH    | 04 - 05     | 240                  | 0                | 25.9           | 94.5                | 10.4           | 7.9    | 99.6               | 0             | 0.0          |
| BRIDGEPORT MDL SCH   | 06 - 08     | 637                  | 0                | 26.0           | 94.7                | 6.3            | 5.3    | 98.4               | 0             | 0.4          |
| LUMBERPORT MDL SCH   | 06 - 08     | 590                  | 0                | 23.3           | 92.0                | 3.2            | 3.7    | 97.2               | 0             | 0.0          |
| GORE JHS             | 07 - 09     | 417                  | 0                | 22.3           | 92.1                | 1.7            | 7.9    | 93.4               | 0             | 3.1          |
| SALEM JHS            | 07 - 09     | 258                  | 0                | 19.6           | 93.4                | 3.1            | 3.1    | 100.0              | 0             | 0.0          |
| ROOSEVELT WILSON JHS | 07 - 09     | 662                  | 0                | 23.2           | 92.4                | 4.1            | 6.6    | 98.7               | 0             | 3.0          |
| BRIDGEPORT HS        | 09 - 12     | 779                  | 0                | 24.7           | 94.9                | 1.9            | 2.3    | 0.0                | 171           | 8.1          |
| LIBERTY HS           | 10 - 12     | 571                  | 0                | 17.9           | 92.5                | 3.7            | 5.1    | 0.0                | 173           | 9.4          |
| LINCOLN HS           | 09 - 12     | 800                  | 0                | 20.1           | 92.5                | 3.0            | 6.3    | 0.0                | 185           | 12.3         |
| SOUTH HARRISON HS    | 07 - 12     | 706                  | 0                | 19.6           | 93.2                | 1.0            | 3.0    | 93.2               | 116           | 7.9          |
| WASHINGTON IRVING HS | 10 - 12     | 600                  | 0                | 17.5           | 90.3                | 14.7           | 2.7    | 0.0                | 178           | 14.0         |
| ALTERNATIVE HS       | 09 - 12     | 0                    | 0                | 0.0            | 0.0                 | 0.0            | 0.0    | 0.0                | 0             | 0.0          |
| GENESIS YOUTH CTR    | SPEC ED     | 8                    | 0                | 0.0            | 87.0                | 1113           | 0.0    | 0.0                | 0             | 0.0          |
| PRESSLEY RIDGE SCH   | SPEC ED     | 16                   | 0                | 0.0            | 97.4                | 106.3          | 87.5   | 100.0              | 0             | 0.0          |
| HARTMAN SPEC ED      | SPEC ED     | 8                    | 0                | 0.0            | 89.2                | 12.5           | 0.0    | 0.0                | 0             | 0.0          |
| UNITED TECH CTR      | 10 - 12     | 0                    | 0                | 0.0            | 0.0                 | 0.0            | 0.0    | 0.0                | 0             | 0.0          |
| HARRISON COUNTY      |             | 12,487               | 0                | 22.0           | 93.6                | 6.3            | 6.2    | 97.4               | 823           | 11.7         |
| WEST VIRGINIA        |             | 318,353              | 260              | 20.9           | 93.4                | 7.3            | 7.6    | 97.0               | 20,820        | 15.2         |

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| SCHOOL               | PROGRAM OF STUDIES |              |      |       |            |              |              |      |       |            | ---ENROLLMENT BY SUBJECT IN GRADES 9-12 (X)--- |                       |       |         |                   |
|----------------------|--------------------|--------------|------|-------|------------|--------------|--------------|------|-------|------------|------------------------------------------------|-----------------------|-------|---------|-------------------|
|                      | GRADE 9 (%)        |              |      |       |            | GRADE 11 (%) |              |      |       |            |                                                |                       |       |         |                   |
|                      | Coll<br>Prep       | Tech<br>Prep | Voc  | Other | No<br>Resp | Coll<br>Prep | Tech<br>Prep | Voc  | Other | No<br>Resp | For<br>Lang                                    | English/<br>Lang Arts | Math  | Science | Social<br>Studies |
| ADAMSTON EL SCH      | 0.0                | 0.0          | 0.0  | 0.0   | 0.0        | 0.0          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| HARDEN EL SCH        | 0.0                | 0.0          | 0.0  | 0.0   | 0.0        | 0.0          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| JOHNSON EL SCH       | 0.0                | 0.0          | 0.0  | 0.0   | 0.0        | 0.0          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| LYNDEN EL SCH        | 0.0                | 0.0          | 0.0  | 0.0   | 0.0        | 0.0          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| LOST CREEK EL SCH    | 0.0                | 0.0          | 0.0  | 0.0   | 0.0        | 0.0          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| LUMBERPORT EL SCH    | 0.0                | 0.0          | 0.0  | 0.0   | 0.0        | 0.0          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| MORGAN EL SCH        | 0.0                | 0.0          | 0.0  | 0.0   | 0.0        | 0.0          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| NORTH VIEW EL SCH    | 0.0                | 0.0          | 0.0  | 0.0   | 0.0        | 0.0          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| NORWOOD EL SCH       | 0.0                | 0.0          | 0.0  | 0.0   | 0.0        | 0.0          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| NUTTER FORT EL SCH   | 0.0                | 0.0          | 0.0  | 0.0   | 0.0        | 0.0          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| SHINNISTON PRIM SCH  | 0.0                | 0.0          | 0.0  | 0.0   | 0.0        | 0.0          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| SIMPSON EL SCH       | 0.0                | 0.0          | 0.0  | 0.0   | 0.0        | 0.0          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| SUMMIT PARK EL SCH   | 0.0                | 0.0          | 0.0  | 0.0   | 0.0        | 0.0          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| VAN HORN EL SCH      | 0.0                | 0.0          | 0.0  | 0.0   | 0.0        | 0.0          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| WEST MILFORD EL SCH  | 0.0                | 0.0          | 0.0  | 0.0   | 0.0        | 0.0          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| WILSONBURG EL SCH    | 0.0                | 0.0          | 0.0  | 0.0   | 0.0        | 0.0          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| BROADWAY EL SCH      | 0.0                | 0.0          | 0.0  | 0.0   | 0.0        | 0.0          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| SHINNISTON INT SCH   | 0.0                | 0.0          | 0.0  | 0.0   | 0.0        | 0.0          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| BRIDGEPORT MDL SCH   | 0.0                | 0.0          | 0.0  | 0.0   | 0.0        | 0.0          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| LUMBERPORT MDL SCH   | 0.0                | 0.0          | 0.0  | 0.0   | 0.0        | 0.0          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| GORE JHS             | 55.3               | 8.1          | 18.7 | 16.3  | 1.6        | 0.0          | 0.0          | 0.0  | 0.0   | 0.0        | 26.0                                           | 100.0                 | 100.0 | 100.0   | 115.3             |
| SALEM JHS            | 41.9               | 2.3          | 3.5  | 23.3  | 29.1       | 0.0          | 0.0          | 0.0  | 0.0   | 0.0        | 64.0                                           | 104.7                 | 103.5 | 105.8   | 105.8             |
| ROOSEVELT WILSON JHS | 68.3               | 7.0          | 6.0  | 16.6  | 2.0        | 0.0          | 0.0          | 0.0  | 0.0   | 0.0        | 47.5                                           | 100.0                 | 100.0 | 100.0   | 100.0             |
| BRIDGEPORT HS        | 62.3               | 4.7          | 6.8  | 13.1  | 13.1       | 55.4         | 2.3          | 8.5  | 10.7  | 23.2       | 40.8                                           | 115.1                 | 90.1  | 83.4    | 94.9              |
| LIBERTY HS           | 0.0                | 0.0          | 0.0  | 0.0   | 0.0        | 56.1         | 3.9          | 11.1 | 26.7  | 2.2        | 28.9                                           | 105.1                 | 92.9  | 77.3    | 88.6              |
| LINCOLN HS           | 52.5               | 7.1          | 6.6  | 14.2  | 19.7       | 57.3         | 8.0          | 8.7  | 26.0  | 0.0        | 28.1                                           | 126.4                 | 94.8  | 79.9    | 82.9              |
| SOUTH HARRISON HS    | 62.3               | 7.9          | 12.3 | 14.0  | 3.5        | 44.9         | 4.1          | 16.3 | 29.6  | 5.1        | 22.9                                           | 100.2                 | 81.7  | 86.6    | 101.1             |
| WASHINGTON IRVING HS | 0.0                | 0.0          | 0.0  | 0.0   | 0.0        | 37.0         | 5.8          | 5.8  | 24.7  | 26.6       | 23.3                                           | 118.5                 | 89.7  | 83.5    | 79.8              |
| ALTERNATIVE HS       | 0.0                | 0.0          | 0.0  | 0.0   | 0.0        | 0.0          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| GENESIS YOUTH CTR    | 0.0                | 0.0          | 0.0  | 0.0   | 0.0        | 0.0          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| PRESSLEY RIDGE SCH   | 0.0                | 0.0          | 0.0  | 0.0   | 0.0        | 0.0          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| HARTMAN SPEC ED      | 0.0                | 0.0          | 0.0  | 0.0   | 0.0        | 0.0          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| UNITED TECH CTR      | 0.0                | 0.0          | 0.0  | 0.0   | 0.0        | 0.0          | 0.0          | 0.0  | 0.0   | 0.0        | 0.0                                            | 0.0                   | 0.0   | 0.0     | 0.0               |
| HARRISON COUNTY      | 58.7               | 6.4          | 8.6  | 15.6  | 10.7       | 50.9         | 4.7          | 9.6  | 22.8  | 12.0       | 31.4                                           | 113.1                 | 91.7  | 84.2    | 90.8              |
| WEST VIRGINIA        | 53.1               | 6.6          | 14.2 | 14.4  | 11.7       | 49.2         | 5.6          | 16.0 | 14.1  | 15.0       | 30.8                                           | 115.5                 | 89.6  | 83.9    | 95.5              |

WEST VIRGINIA REPORT CARDS 1992-93  
HARRISON COUNTY

| SCHOOL               | PUPIL/TCR<br>RATIO | PUPIL/ADM<br>RATIO | AVERAGE<br>TCR/ADM<br>EXP (YRS) | -----TEACHER AND ADMINISTRATOR LEVEL OF EDUCATION (N)----- |             |        |               |               |               |     |       |
|----------------------|--------------------|--------------------|---------------------------------|------------------------------------------------------------|-------------|--------|---------------|---------------|---------------|-----|-------|
|                      |                    |                    |                                 | Bach                                                       | Bach<br>+15 | Master | Master<br>+15 | Master<br>+30 | Master<br>+45 | PhD | Other |
| ADAMSTON EL SCH      | 12.4               | 186.0              | 14.6                            | 6                                                          | 8           | 9      | 5             | 6             | 0             | 0   | 0     |
| HARDEN EL SCH        | 18.4               | 291.0              | 14.8                            | 1                                                          | 6           | 3      | 3             | 5             | 2             | 0   | 0     |
| JOHNSON EL SCH       | 20.1               | 296.5              | 18.6                            | 3                                                          | 10          | 4      | 9             | 10            | 0             | 0   | 0     |
| LINDEN EL SCH        | 20.8               | 327.0              | 14.7                            | 1                                                          | 9           | 1      | 7             | 3             | 0             | 0   | 0     |
| LOST CREEK EL SCH    | 20.8               | 187.0              | 12.5                            | 5                                                          | 1           | 2      | 1             | 4             | 0             | 0   | 0     |
| LUMBERPORT EL SCH    | 19.2               | 372.0              | 12.6                            | 4                                                          | 8           | 3      | 3             | 6             | 0             | 0   | 0     |
| MORGAN EL SCH        | 19.6               | 345.0              | 18.6                            | 1                                                          | 7           | 1      | 8             | 7             | 0             | 0   | 0     |
| NORTH VIEW EL SCH    | 16.3               | 462.0              | 16.9                            | 3                                                          | 4           | 7      | 9             | 9             | 0             | 0   | 0     |
| NORWOOD EL SCH       | 18.7               | 414.0              | 14.1                            | 1                                                          | 8           | 7      | 1             | 9             | 1             | 0   | 0     |
| NUTTER FORT EL SCH   | 18.1               | 286.0              | 18.8                            | 0                                                          | 7           | 3      | 5             | 5             | 0             | 0   | 0     |
| SHINNISTON PRIM SCH  | 20.5               | 462.0              | 13.4                            | 7                                                          | 6           | 3      | 4             | 6             | 0             | 0   | 0     |
| SIMPSON EL SCH       | 21.9               | 415.0              | 15.4                            | 1                                                          | 9           | 8      | 2             | 3             | 0             | 0   | 0     |
| SUMMIT PARK EL SCH   | 12.6               | 147.0              | 13.0                            | 3                                                          | 1           | 3      | 5             | 2             | 0             | 0   | 0     |
| VAN HORN EL SCH      | 18.9               | 296.0              | 14.4                            | 0                                                          | 11          | 1      | 4             | 2             | 0             | 0   | 0     |
| WEST MILFORD EL SCH  | 19.8               | 289.0              | 16.4                            | 1                                                          | 10          | 6      | 7             | 10            | 0             | 0   | 0     |
| WILSONBURG EL SCH    | 19.0               | 356.0              | 14.9                            | 1                                                          | 7           | 3      | 5             | 7             | 0             | 0   | 0     |
| BROADWAY EL SCH      | 17.0               | 292.0              | 16.2                            | 1                                                          | 5           | 4      | 7             | 7             | 0             | 0   | 0     |
| SHINNISTON INT SCH   | 18.1               | 240.0              | 14.4                            | 3                                                          | 7           | 2      | 1             | 3             | 0             | 0   | 0     |
| BRIDGEPORT MDL SCH   | 15.3               | 318.5              | 17.2                            | 1                                                          | 14          | 6      | 6             | 19            | 1             | 0   | 0     |
| LUMBERPORT MDL SCH   | 16.9               | 295.0              | 12.7                            | 8                                                          | 15          | 7      | 8             | 4             | 0             | 1   | 0     |
| GORE JHS             | 14.1               | 208.5              | 15.9                            | 5                                                          | 13          | 6      | 4             | 8             | 0             | 0   | 0     |
| SALEM JHS            | 14.3               | 129.0              | 14.8                            | 4                                                          | 5           | 1      | 5             | 7             | 2             | 0   | 0     |
| ROOSEVELT WILSON JHS | 18.2               | 331.0              | 16.6                            | 5                                                          | 13          | 3      | 9             | 10            | 3             | 0   | 0     |
| BRIDGEPORT HS        | 17.9               | 389.5              | 17.9                            | 2                                                          | 15          | 8      | 9             | 17            | 0             | 2   | 0     |
| LIBERTY HS           | 13.4               | 285.5              | 17.7                            | 4                                                          | 19          | 5      | 7             | 16            | 0             | 0   | 0     |
| LINCOLN HS           | 15.8               | 400.0              | 17.2                            | 10                                                         | 17          | 7      | 6             | 19            | 0             | 0   | 0     |
| SOUTH HARRISON HS    | 15.4               | 235.3              | 13.9                            | 7                                                          | 23          | 4      | 8             | 11            | 0             | 1   | 0     |
| WASHINGTON IRVING HS | 12.8               | 300.0              | 17.6                            | 1                                                          | 22          | 4      | 8             | 18            | 0             | 0   | 0     |
| ALTERNATIVE HS       | 0.0                | 0.0                | 13.0                            | 0                                                          | 1           | 2      | 0             | 2             | 0             | 0   | 0     |
| GENESIS YOUTH CTR    | 0.0                | 0.0                | 0.0                             | 0                                                          | 0           | 0      | 0             | 0             | 0             | 0   | 0     |
| PRESSLEY RIDGE SCH   | 8.0                | 0.0                | 2.5                             | 1                                                          | 1           | 0      | 0             | 0             | 0             | 0   | 0     |
| HARTMAN SPEC ED      | 0.8                | 8.0                | 13.2                            | 1                                                          | 7           | 7      | 5             | 9             | 2             | 0   | 0     |
| UNITED TECH CTR      | 0.0                | 0.0                | 14.3                            | 6                                                          | 8           | 0      | 1             | 10            | 0             | 0   | 0     |
| HARRISON COUNTY      | 15.9               | 223.0              | 16.2                            | 90                                                         | 269         | 110    | 136           | 230           | 11            | 4   | 0     |
| WEST VIRGINIA        | 15.3               | 197.9              | 15.0                            | 2,580                                                      | 7,348       | 2,208  | 3,236         | 6,632         | 439           | 110 | 58    |

PERSONNEL INFORMATION

Professional Educators

Number Employed That Exceeds Number Allowed By The Public School Support Plan 10.99  
Salary Supplement That Would Be Available Per State Authorized Professional Educator \$349.90

Service Personnel

Number Employed That Exceeds Number Allowed By The Public School Support Plan 11.58  
Salary Supplement That Would Be Available Per State Authorized Service Employee \$287.18

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WEST VIRGINIA REPORT CARDS 1992-93  
HARRISON COUNTY

| SCHOOL               | -----TEST TAKERS----- |      |         |         |                        | ---COLLEGE ENTRANCE TEST SCORES--- |       |               |        |                        |
|----------------------|-----------------------|------|---------|---------|------------------------|------------------------------------|-------|---------------|--------|------------------------|
|                      | ---PSAT (X)---        |      | SAT (X) | ACT (X) | Advanced Placement (#) |                                    |       | -----SAT----- |        | ---ACT---<br>Composite |
|                      | 10th                  | 11th |         |         | 10th                   | 11th                               | 12th  | Math          | Verbal |                        |
| ADAMSTON EL SCH      | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0             | 0      | 0.0                    |
| HARDEN EL SCH        | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0             | 0      | 0.0                    |
| JOHNSON EL SCH       | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0             | 0      | 0.0                    |
| LINDEN EL SCH        | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0             | 0      | 0.0                    |
| LOST CREEK EL SCH    | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0             | 0      | 0.0                    |
| LUMBERPORT EL SCH    | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0             | 0      | 0.0                    |
| MORGAN EL SCH        | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0             | 0      | 0.0                    |
| NORTH VIEW EL SCH    | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0             | 0      | 0.0                    |
| NORWOOD EL SCH       | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0             | 0      | 0.0                    |
| NUTTER FORT EL SCH   | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0             | 0      | 0.0                    |
| SHINNISTON PRIM SCH  | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0             | 0      | 0.0                    |
| SIMPSON EL SCH       | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0             | 0      | 0.0                    |
| SUMMIT PARK EL SCH   | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0             | 0      | 0.0                    |
| VAN HORN EL SCH      | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0             | 0      | 0.0                    |
| WEST MILFORD EL SCH  | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0             | 0      | 0.0                    |
| WILSONBURG EL SCH    | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0             | 0      | 0.0                    |
| BROADWAY EL SCH      | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0             | 0      | 0.0                    |
| SHINNISTON INT SCH   | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0             | 0      | 0.0                    |
| BRIDGEPORT MDL SCH   | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0             | 0      | 0.0                    |
| LUMBERPORT MDL SCH   | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0             | 0      | 0.0                    |
| GORE JHS             | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0             | 0      | 0.0                    |
| SALEM JHS            | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0             | 0      | 0.0                    |
| ROOSEVELT WILSON JHS | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0             | 0      | 0.0                    |
| BRIDGEPORT HS        | 0.9                   | 36.2 | 26.9    | 76.6    | 0                      | 4                                  | 15    | 475           | 427    | 20.0                   |
| LIBERTY HS           | 0.0                   | 16.5 | 5.2     | 59.5    | 0                      | 1                                  | 16    | 0             | 0      | 19.5                   |
| LINCOLN HS           | 0.0                   | 31.0 | 9.7     | 50.8    | 0                      | 0                                  | 4     | 490           | 429    | 19.6                   |
| SOUTH HARRISON HS    | 0.0                   | 25.3 | 2.6     | 47.4    | 0                      | 0                                  | 0     | 0             | 0      | 19.6                   |
| WASHINGTON IRVING HS | 0.9                   | 30.2 | 13.5    | 65.2    | 0                      | 0                                  | 2     | 521           | 474    | 20.4                   |
| ALTERNATIVE HS       | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0             | 0      | 0.0                    |
| GENESIS YOUTH CTR    | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0             | 0      | 0.0                    |
| PRESSLEY RIDGE SCH   | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0             | 0      | 0.0                    |
| HARTMAN SPEC ED      | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0             | 0      | 0.0                    |
| UNITED TECH CTR      | 0.0                   | 0.0  | 0.0     | 0.0     | 0                      | 0                                  | 0     | 0             | 0      | 0.0                    |
| HARRISON COUNTY      | 0.4                   | 27.9 | 12.2    | 60.6    | 0                      | 5                                  | 37    | 490           | 442    | 19.8                   |
| WEST VIRGINIA        | 8.6                   | 26.3 | 14.9    | 54.6    | 13                     | 684                                | 1,176 | 485           | 439    | 19.9                   |

WEST VIRGINIA REPORT CARDS 1992-93  
HARRISON  
COMPREHENSIVE TESTS OF BASIC SKILLS - MEAN PERCENTILE SCORES

| SCHOOL NAME          | GRADE | TOTAL<br>LANGUAGE | TOTAL<br>MATH | TOTAL<br>READING | BASIC<br>SKILLS | SPELLING | STUDY SKL (6,9,11)<br>WORD ANALYSIS (3) | SCIENCE | SOCIAL<br>STUDIES |
|----------------------|-------|-------------------|---------------|------------------|-----------------|----------|-----------------------------------------|---------|-------------------|
| ADAMSTON EL          | 3     | 59                | 55            | 58               | 58              | 47       | 62                                      | 56      | 52                |
| ADAMSTON EL          | 6     | 58                | 57            | 58               | 59              | 50       | 56                                      | 68      | 65                |
| BRIDGEPORT HS        | 9     | 74                | 67            | 65               | 70              | 66       | 61                                      | 65      | 67                |
| BRIDGEPORT HS        | 11    | 69                | 62            | 63               | 66              | 66       | 65                                      | 65      | 60                |
| BRIDGEPORT MIDDLE SC | 6     | 81                | 76            | 73               | 79              | 68       | 79                                      | 80      | 80                |
| BROADWAY EL          | 3     | 59                | 67            | 60               | 63              | 49       | 66                                      | 55      | 55                |
| BROADWAY EL          | 6     | 63                | 63            | 65               | 65              | 62       | 66                                      | 64      | 67                |
| GORE JHS             | 9     | 57                | 44            | 55               | 53              | 61       | 51                                      | 58      | 54                |
| HARDEN ELEMENTARY    | 3     | 48                | 46            | 62               | 52              | 63       | 59                                      | 55      | 56                |
| HARDEN ELEMENTARY    | 6     | 43                | 67            | 45               | 52              | 43       | 54                                      | 58      | 53                |
| JOHNSON EL           | 3     | 76                | 70            | 74               | 74              | 72       | 77                                      | 70      | 68                |
| LIBERTY HIGH SCHOOL  | 11    | 63                | 56            | 51               | 58              | 51       | 66                                      | 56      | 61                |
| LINCOLN HIGH SCHOOL  | 9     | 47                | 43            | 43               | 45              | 41       | 49                                      | 47      | 44                |
| LINCOLN HIGH SCHOOL  | 11    | 49                | 47            | 52               | 49              | 44       | 59                                      | 54      | 56                |
| LINDEN EL            | 3     | 37                | 37            | 47               | 39              | 33       | 54                                      | 38      | 32                |
| LINDEN EL            | 6     | 58                | 60            | 40               | 53              | 49       | 53                                      | 53      | 50                |
| LOST CREEK EL        | 3     | 68                | 79            | 80               | 76              | 63       | 75                                      | 70      | 61                |
| LOST CREEK EL        | 6     | 72                | 76            | 67               | 73              | 60       | 69                                      | 71      | 78                |
| LUMBERPORT EL        | 3     | 55                | 75            | 61               | 65              | 56       | 70                                      | 63      | 49                |
| LUMBERPORT MIDDLE SC | 6     | 47                | 45            | 41               | 44              | 40       | 49                                      | 49      | 49                |
| MORGAN EL            | 3     | 52                | 52            | 60               | 55              | 50       | 65                                      | 55      | 43                |
| MORGAN EL            | 6     | 76                | 74            | 75               | 77              | 77       | 80                                      | 74      | 78                |
| NORTH VIEW ELEM      | 3     | 50                | 54            | 57               | 55              | 56       | 59                                      | 42      | 49                |
| NORTH VIEW ELEM      | 6     | 56                | 49            | 51               | 53              | 49       | 56                                      | 44      | 55                |
| NORWOOD EL           | 3     | 76                | 81            | 75               | 78              | 80       | 79                                      | 70      | 56                |
| NORWOOD EL           | 6     | 66                | 66            | 53               | 63              | 63       | 72                                      | 67      | 73                |
| NUTTER FORT ELEM     | 3     | 66                | 52            | 59               | 58              | 45       | 60                                      | 52      | 57                |
| NUTTER FORT ELEM     | 6     | 71                | 68            | 60               | 67              | 68       | 66                                      | 63      | 68                |
| ROOSEVELT WILSON JR  | 9     | 68                | 52            | 61               | 61              | 56       | 56                                      | 59      | 63                |
| SALEM JR HIGH        | 9     | 64                | 53            | 62               | 61              | 53       | 59                                      | 59      | 63                |
| SHINNSTON PRIMARY    | 3     | 56                | 65            | 59               | 60              | 69       | 60                                      | 56      | 49                |
| SIMPSON EL           | 3     | 82                | 84            | 80               | 83              | 74       | 80                                      | 81      | 76                |
| SOUTH HARRISON HS    | 9     | 60                | 54            | 55               | 58              | 51       | 50                                      | 61      | 62                |
| SOUTH HARRISON HS    | 11    | 62                | 52            | 54               | 56              | 54       | 56                                      | 54      | 59                |
| SUMMIT PARK EL       | 3     | 11                | 30            | 44               | 25              | 17       | 37                                      | 13      | 13                |
| SUMMIT PARK EL       | 6     | 39                | 47            | 46               | 44              | 34       | 44                                      | 54      | 53                |
| VAN HORN ELEMENTARY  | 3     | 40                | 45            | 44               | 43              | 39       | 50                                      | 38      | 35                |
| VAN HORN ELEMENTARY  | 6     | 68                | 58            | 59               | 65              | 46       | 69                                      | 68      | 63                |
| WASHINGTON IRVING HS | 11    | 63                | 49            | 56               | 58              | 53       | 61                                      | 54      | 58                |
| WEST MILFORD EL      | 3     | 51                | 60            | 52               | 54              | 49       | 58                                      | 47      | 49                |
| WEST MILFORD EL      | 6     | 67                | 59            | 60               | 63              | 55       | 67                                      | 62      | 65                |
| WILSONBURG EL        | 3     | 70                | 71            | 74               | 72              | 60       | 66                                      | 54      | 49                |
| WILSONBURG EL        | 6     | 32                | 33            | 41               | 34              | 49       | 46                                      | 40      | 37                |



WEST VIRGINIA REPORT CARDS 1992-93  
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COMPREHENSIVE TESTS OF BASIC SKILLS - MEAN PERCENTILE SCORES

| SCHOOL NAME | GRADE | TOTAL<br>LANGUAGE | TOTAL<br>MATH | TOTAL<br>READING | BASIC<br>SKILLS | SPELLING | STUDY SKL (6,9,11)<br>WORD ANALYSIS (3) | SCIENCE | SOCIAL<br>STUDIES |
|-------------|-------|-------------------|---------------|------------------|-----------------|----------|-----------------------------------------|---------|-------------------|
| COUNTY      | 3     | 58                | 63            | 62               | 62              | 58       | 65                                      | 56      | 51                |
|             | 6     | 61                | 59            | 56               | 59              | 54       | 62                                      | 61      | 62                |
|             | 9     | 62                | 52            | 56               | 58              | 55       | 54                                      | 58      | 58                |
|             | 11    | 62                | 54            | 56               | 58              | 54       | 62                                      | 56      | 59                |
| STATE       | 3     | 59                | 66            | 62               | 63              | 54       | 60                                      | 62      | 58                |
|             | 6     | 56                | 59            | 54               | 58              | 60       | 62                                      | 59      | 63                |
|             | 9     | 58                | 51            | 56               | 57              | 53       | 55                                      | 58      | 60                |
|             | 11    | 56                | 52            | 56               | 56              | 54       | 60                                      | 56      | 59                |

WEST VIRGINIA REPORT CARDS 1992-93  
HARRISON

ADVANCED PLACEMENT TEST (COLLEGE BOARD)  
NUMBER OF 10TH, 11TH AND 12TH GRADERS TAKING AN APT

|                      | UNITED STATES HISTORY     | HISTORY OF ART                 | STUDIO ART -DRAWING              |
|----------------------|---------------------------|--------------------------------|----------------------------------|
| BRIDGEPORT HS        | 4                         | 3                              | 0                                |
| LIBERTY HIGH SCHOOL  | 3                         | 4                              | 3                                |
| LINCOLN HIGH SCHOOL  | 0                         | 0                              | 0                                |
| WASHINGTON IRVING HS | 0                         | 0                              | 1                                |
|                      | STUDIO ART -GENERAL       | ENGLISH LANGUAGE & COMPOSITION | ENGLISH LITERATURE & COMPOSITION |
| BRIDGEPORT HS        | 0                         | 0                              | 10                               |
| LIBERTY HIGH SCHOOL  | 4                         | 0                              | 4                                |
| LINCOLN HIGH SCHOOL  | 0                         | 4                              | 0                                |
| WASHINGTON IRVING HS | 0                         | 0                              | 0                                |
|                      | MATHEMATICS - CALCULUS AB |                                |                                  |
| BRIDGEPORT HS        | 9                         |                                |                                  |
| LIBERTY HIGH SCHOOL  | 6                         |                                |                                  |
| LINCOLN HIGH SCHOOL  | 0                         |                                |                                  |
| WASHINGTON IRVING HS | 1                         |                                |                                  |

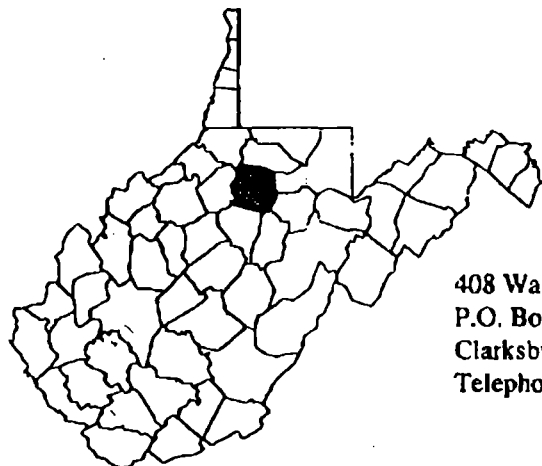
# WEST VIRGINIA REPORT CARDS 1991-92

## HARRISON COUNTY

### SUPERINTENDENT AND ASSISTANTS

### NUMBER OF TRAINING SESSIONS ATTENDED

|                     |    |
|---------------------|----|
| Robert E. Kintle    | 22 |
| William N. Ashcraft | 19 |
| Robert M. Stemple   | 14 |



408 Water Street  
P.O. Box 1370  
Clarksburg, WV 26301  
Telephone: 624-3300

### COUNTY SCHOOL BOARD MEMBERS (as of 6/30/92)

### TERM EXPIRES

### ATTENDED ORIENTATION MEETING

### TRAINING: TOTAL # OF HOURS

|                             |         |     |       |
|-----------------------------|---------|-----|-------|
| Peter Conley                | 6/30/94 |     | 08.00 |
| Jean M. Hardesty            | 6/30/92 |     | 12.50 |
| Sandra C. McMunn, President | 6/30/94 | Yes | 08.25 |
| James L. Reaser             | 6/30/92 |     | 00.00 |
| A. Garrett Snyder           | 6/30/94 |     | 17.50 |

### FINANCIAL INFORMATION\* (1991-92)

#### Professional Educators

|                                                                                      |          |
|--------------------------------------------------------------------------------------|----------|
| Number Employed That Exceeds Number Allowed By The Public School Support Plan        | 18.37    |
| Salary Supplement That Would Be Available Per State Authorized Professional Educator | \$508.58 |

#### Service Personnel

|                                                                                 |          |
|---------------------------------------------------------------------------------|----------|
| Number Employed That Exceeds Number Allowed By The Public School Support Plan   | 10.72    |
| Salary Supplement That Would Be Available Per State Authorized Service Employee | \$252.42 |

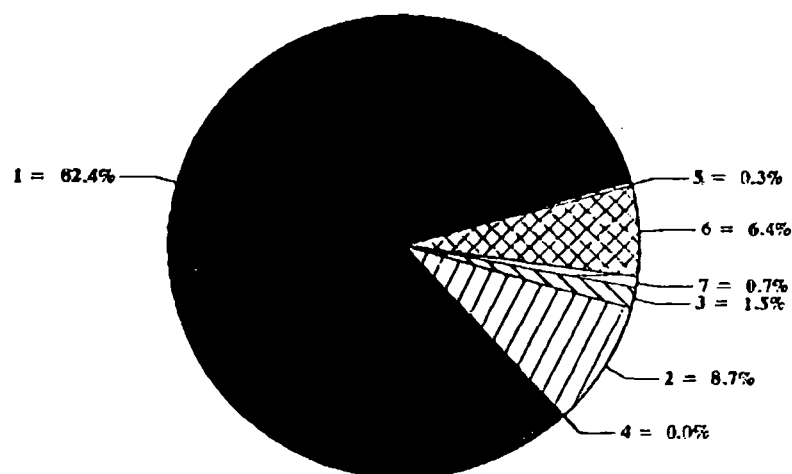
\*There was an increase in the net enrollment (used in the Public School Support Program) over the previous year's net enrollment.

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# WEST VIRGINIA REPORT CARDS

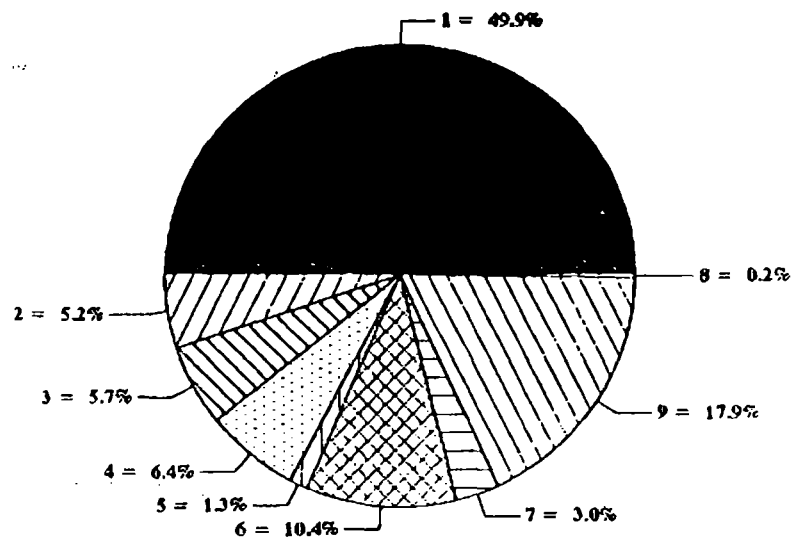
## EXPENDITURES FOR 1990-91: HARRISON COUNTY

**INSTRUCTIONAL EXPENDITURES**  
\$28,946,035



- 1 - Salaries
- 2 - Employee Benefits
- 3 - Purchased Professional Services
- 4 - Purchased Property Services
- 5 - Other Purchased Services

**NON-INSTRUCTIONAL EXPENDITURES**  
\$24,970,012



- 6 - Supplies
- 7 - Capital Expenditures
- 8 - Other
- 9 - Debt Services/Other Transfers

WEST VIRGINIA REPORT CARDS 1991-92  
HARRISON

COMPREHENSIVE TESTS OF BASIC SKILLS - MEAN PERCENTILE SCORES

| SCHOOL NAME          | GRADE | TOTAL<br>LANGUAGE | TOTAL<br>MATH | TOTAL<br>READING | BASIC<br>SKILLS | SPELLING | STUDY SKL (6,9,11)<br>WORD ANALYSIS (3) | SCIENCE | SOCIAL<br>STUDIES |
|----------------------|-------|-------------------|---------------|------------------|-----------------|----------|-----------------------------------------|---------|-------------------|
| ADAMSTON EL          | 3     | 70                | 68            | 61               | 67              | 55       | 82                                      | 59      | 60                |
| ADAMSTON EL          | 6     | 43                | 45            | 49               | 46              | 44       | 55                                      | 56      | 53                |
| BRIDGEPORT HS        | 11    | 70                | 63            | 65               | 68              | 67       | 66                                      | 60      | 64                |
| BRIDGEPORT JHS       | 9     | 69                | 63            | 69               | 68              | 60       | 63                                      | 66      | 71                |
| BROADWAY EL          | 3     | 69                | 60            | 59               | 63              | 51       | 68                                      | 49      | 56                |
| BROADWAY EL          | 6     | 60                | 47            | 55               | 55              | 55       | 71                                      | 55      | 63                |
| FORE JHS             | 9     | 54                | 48            | 59               | 54              | 53       | 52                                      | 50      | 52                |
| GARDEN ELEMENTARY    | 3     | 61                | 55            | 69               | 62              | 49       | 61                                      | 56      | 54                |
| GARDEN ELEMENTARY    | 6     | 48                | 70            | 55               | 58              | 48       | 60                                      | 64      | 56                |
| JOHNSON EL           | 3     | 77                | 66            | 70               | 71              | 60       | 77                                      | 70      | 69                |
| JOHNSON EL           | 6     | 76                | 76            | 71               | 76              | 71       | 76                                      | 80      | 78                |
| LIBERTY HIGH SCHOOL  | 11    | 68                | 56            | 61               | 62              | 54       | 69                                      | 59      | 66                |
| LINCOLN HIGH SCHOOL  | 9     | 44                | 36            | 42               | 41              | 40       | 46                                      | 43      | 48                |
| LINCOLN HIGH SCHOOL  | 11    | 53                | 46            | 55               | 51              | 47       | 58                                      | 53      | 55                |
| LINDEN EL            | 3     | 46                | 49            | 57               | 50              | 44       | 71                                      | 55      | 37                |
| LINDEN EL            | 6     | 62                | 63            | 59               | 63              | 56       | 72                                      | 58      | 60                |
| LOST CREEK EL        | 3     | 72                | 59            | 88               | 75              | 63       | 62                                      | 63      | 47                |
| LOST CREEK EL        | 6     | 56                | 51            | 45               | 51              | 44       | 59                                      | 61      | 56                |
| LUMBERPORT EL        | 3     | 54                | 66            | 65               | 62              | 62       | 66                                      | 53      | 60                |
| LUMBERPORT EL        | 6     | 56                | 59            | 63               | 61              | 61       | 69                                      | 58      | 60                |
| MORGAN EL            | 3     | 70                | 65            | 73               | 70              | 63       | 72                                      | 70      | 63                |
| MORGAN EL            | 6     | 79                | 84            | 74               | 81              | 71       | 82                                      | 72      | 79                |
| NORTH VIEW ELEM      | 3     | 53                | 56            | 53               | 54              | 44       | 65                                      | 41      | 46                |
| NORTH VIEW ELEM      | 6     | 45                | 45            | 50               | 47              | 52       | 54                                      | 50      | 52                |
| NORWOOD EL           | 3     | 63                | 66            | 71               | 68              | 59       | 76                                      | 62      | 55                |
| NORWOOD EL           | 6     | 76                | 66            | 63               | 70              | 51       | 72                                      | 61      | 68                |
| NUTTER FORT ELEM     | 3     | 73                | 67            | 75               | 72              | 66       | 80                                      | 55      | 75                |
| NUTTER FORT ELEM     | 6     | 62                | 51            | 54               | 56              | 59       | 54                                      | 59      | 64                |
| ROOSEVELT WILSON JR. | 9     | 65                | 53            | 59               | 61              | 54       | 59                                      | 59      | 60                |
| SALEM JR HIGH        | 9     | 60                | 46            | 54               | 54              | 60       | 50                                      | 42      | 55                |
| SHINNSTON INTERMEDIA | 6     | 48                | 46            | 51               | 48              | 51       | 58                                      | 53      | 54                |
| SHINNSTON PRIMARY    | 3     | 48                | 58            | 49               | 50              | 42       | 59                                      | 56      | 49                |
| SIMPSON EL           | 3     | 81                | 79            | 80               | 81              | 61       | 80                                      | 68      | 72                |
| SIMPSON EL           | 6     | 73                | 74            | 71               | 74              | 74       | 77                                      | 76      | 73                |
| SOUTH HARRISON HS    | 9     | 57                | 56            | 55               | 58              | 59       | 49                                      | 53      | 61                |
| SOUTH HARRISON HS    | 11    | 49                | 49            | 49               | 50              | 47       | 55                                      | 52      | 52                |
| SUMMIT PARK EL       | 3     | 43                | 63            | 49               | 51              | 49       | 76                                      | 41      | 29                |
| SUMMIT PARK EL       | 6     | 61                | 58            | 60               | 61              | 86       | 54                                      | 65      | 52                |
| VAN HORN ELEMENTARY  | 3     | 59                | 64            | 56               | 60              | 59       | 59                                      | 56      | 51                |
| VAN HORN ELEMENTARY  | 6     | 59                | 46            | 57               | 55              | 57       | 63                                      | 56      | 52                |
| WASHINGTON IRVING HS | 11    | 65                | 53            | 58               | 59              | 57       | 65                                      | 60      | 58                |
| WEST MILFORD EL      | 3     | 54                | 55            | 55               | 54              | 48       | 58                                      | 45      | 48                |
| WEST MILFORD EL      | 6     | 47                | 41            | 44               | 45              | 45       | 50                                      | 48      | 50                |
| WILSONBURG EL        | 3     | 70                | 66            | 77               | 72              | 67       | 88                                      | 74      | 79                |
| WILSONBURG EL        | 6     | 59                | 49            | 61               | 56              | 69       | 64                                      | 60      | 58                |

WEST VIRGINIA REPORT CARDS 1991-92  
HARRISON

COMPREHENSIVE TESTS OF BASIC SKILLS - MEAN PERCENTILE SCORES

| SCHOOL NAME | GRADE | TOTAL<br>LANGUAGE | TOTAL<br>MATH | TOTAL<br>READING | BASIC<br>SKILLS | SPELLING | STUDY SKL (6,9,11)<br>WORD ANALYSIS (3) | SCIENCE | SOCIAL<br>STUDIES |
|-------------|-------|-------------------|---------------|------------------|-----------------|----------|-----------------------------------------|---------|-------------------|
| COUNTY      | 3     | 63                | 63            | 64               | 64              | 55       | 70                                      | 58      | 57                |
|             | 6     | 59                | 57            | 58               | 59              | 58       | 65                                      | 60      | 61                |
|             | 9     | 58                | 51            | 56               | 56              | 53       | 54                                      | 53      | 59                |
|             | 11    | 62                | 54            | 58               | 59              | 55       | 63                                      | 56      | 59                |
| STATE       | 3     | 57                | 60            | 60               | 59              | 50       | 59                                      | 58      | 55                |
|             | 6     | 53                | 54            | 52               | 53              | 57       | 60                                      | 57      | 59                |
|             | 9     | 57                | 51            | 56               | 56              | 53       | 54                                      | 55      | 59                |
|             | 11    | 56                | 51            | 55               | 55              | 54       | 56                                      | 55      | 58                |

WEST VIRGINIA REPORT CARDS 1991-92  
HARRISON

ADVANCED PLACEMENT TEST (COLLEGE BOARD)  
NUMBER OF PUBLIC SCHOOL 12TH GRADERS TAKING AN APT

|                      | UNITED STATES HISTORY          | HISTORY OF ART                   | COMPUTER SCIENCE AB       |
|----------------------|--------------------------------|----------------------------------|---------------------------|
| BRIDGEPORT HS        | 0                              | 0                                | 1                         |
| LIBERTY HIGH SCHOOL  | 3                              | 3                                | 0                         |
| LINCOLN HIGH SCHOOL  | 0                              | 0                                | 0                         |
| WASHINGTON IRVING HS | 0                              | 0                                | 0                         |
|                      | ENGLISH LANGUAGE & COMPOSITION | ENGLISH LITERATURE & COMPOSITION | MATHEMATICS - CALCULUS AB |
| BRIDGEPORT HS        | 0                              | 5                                | 0                         |
| LIBERTY HIGH SCHOOL  | 0                              | 0                                | 8                         |
| LINCOLN HIGH SCHOOL  | 3                              | 1                                | 0                         |
| WASHINGTON IRVING HS | 0                              | 2                                | 0                         |