

REVISED March 21, 2005

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

Name of Principal MR. IRWIN E. STUKINS

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name WEIRTON HEIGHTS ELEMENTARY SCHOOL

(As it should appear in the official records)

School Mailing Address 160 SOUTH 12th STREET

(If address is P.O. Box, also include street address)

WEIRTON WEST VIRGINIA 26062-3396

City

State

Zip Code+4 (9 digits total)

County HANCOCK School Code

Number* 209

Telephone (304) 748-1950

Fax (304) 748-4102

Website/URL www.hancockschools.org

E-mail istukins@access.k12.wv.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* MR. DANNY KASER

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name HANCOCK

Tel. (304) 564-3411

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson MR. JOSEPH BARNABEI

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 5 Elementary schools
 2 Middle schools
 Junior high schools
 2 High schools
 1 Other Career Center
 10 TOTAL
2. District Per Pupil Expenditure: \$7,711.16
 Average State Per Pupil Expenditure: \$7,690.98

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 1 Number of years the principal has been in her/his position at this school.
 2 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	22	9	31	7			
K	40	27	67	8			
1	48	24	72	9			
2	20	27	47	10			
3	33	25	58	11			
4	32	27	59	12			
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							334 *

* October 2004 data

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- 89 % White
 - 9 % Black or African American
 - <1 % Hispanic or Latino
 - <1 % Asian/Pacific Islander
 - <1 % American Indian/Alaskan Native
 - 100% Total**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 25 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	45
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	33
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	78
(4)	Total number of students in the school as of October 1	313
(5)	Subtotal in row (3) divided by total in row (4)	0.25
(6)	Amount in row (5) multiplied by 100	25

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: ENGLISH

9. Students eligible for free/reduced-priced meals: 51 %
 Total number students who qualify: 172

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 24 %
80 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>2</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>3</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>40</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>10</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	<u>8</u> Behavior Disorders
	<u>27</u> Pre-K Handicapped

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>22</u>	<u> </u>
Special resource teachers/specialists	<u>6</u>	<u>2</u>
Paraprofessionals	<u>0</u>	<u> </u>
Support staff	<u>14</u>	<u>3</u>
Total number	<u>43</u>	<u>5</u>

12. Average school student-“classroom teacher” ratio: 15:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	95 %	97 %	95 %	95 %	95 %
Daily teacher attendance	5 %	4 %	3 %	3 %	N/A
Teacher turnover rate	10 %	5 %	0 %	0 %	N/A
Student dropout rate (middle/high)	N/A	N/A	N/A	N/A	N/A
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

Part III

Provide a brief, coherent narrative snapshot of the school in one page. Include at least a summary of the school's mission or vision in the statement.

Weirton Heights Elementary, a three-story building, is located in a residential area in the city of Weirton in the northern panhandle of West Virginia. Built in 1925, this school flourishes in a struggling steel town of approximately 20,000 people. The school services 334 students in Pre-Kindergarten through fourth grade. The school has an after school day care program staffed with the school nurse and a Kindergarten aide. The staff currently consists of 30 experienced teachers, 17 support personnel, a nurse, a counselor, and a principal. Included in this school are two moderately, mentally impaired classes, a pre-school handicapped class, a behavior disorders class, a pre-kindergarten autistic class, and Title I Reading and Math, along with occupational and physical therapists and a teacher of the gifted. Every classroom is equipped with computers; in addition students spend at least ninety minutes a week in the computer lab. Due to the economic depression in the Ohio Valley, fifty-one percent of the students receive free or reduced meals. The school's primary responsibility is to provide a quality, sound, basic, and appropriate education for all students. Instruction is to be taught not presented. The school's vision is to stimulate learning, develop thinking skills and model intellectual and behavioral development techniques for all children.

In response to the needs of the students, Weirton Heights School's mission is committed to cooperative experiences between parents, faculty, staff, and community. The school is dedicated to exposing the students to lifetime learning, career awareness, and community service. Weirton Heights prompts high educational performance, and development of community services of the whole student body.

The school provides Westest tutoring, Title I tutoring in reading and math, before and after school day care, a summer school program for students with special needs, and Camp Readamatha, a Title I summer program. To enrich the curriculum the school offers a Spelling Bee, Cultural Arts contests, numerous patriotic, safety, science, cultural, and career education, career awareness programs, and field trips. The PTA provides Read Aloud, award programs, along with financing renovation of the playground, providing air conditioned classrooms, and the proposed renovation of the physical education area. Parents are also involved in Title I Parental Involvement activities. Last year telephones were placed in each room to ensure safety of the students. This year a security system was added to the school. Everyone works together to provide a well-rounded education.

This year the school has been awarded the **West Virginia Title I Distinguished School Award** (as in the past nine years) and **the National Title I Distinguished School Award for Closing the Gap**. For the past three years, Weirton Heights has been named a **West Virginia Exemplary School**, the only school in the county and one of twenty-nine in the state. The state has recognized the school for **Average Yearly Progress, Achieving Above Mastery and Beyond, Best Among Peers, and Best in Closing the Gap in Reading and Math**. Ten of our students have received perfect scores of four on the **West Virginia Fourth Grade Writing Assessment** and no student received a score below two on a scale of zero to four.

Our faculty, staff, parents, students, and community have supported and strengthened our school. As you walk into Weirton Heights you will see our motto – Weirton Heights is a **GREAT PLACE TO LEARN!**

Part IV

1. Describe in one page the meaning of the school's assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them. Explain disparities among subgroups. Explain the state performance levels and the performance level that demonstrates meeting the standard. Provide the website where information on the state assessment system maybe found.

Westest

The 2003 – 2004 school year was the first year for the special West Virginia Standards Test called the **Westest**. This test was specifically developed for the curriculum based on the Content Standards suggested by the West Virginia Department of Education. Content Standards are the ideas that the teachers need to teach each student. Students in third and fourth grades take the **Westest**. Weirton Heights scored 92.85% in total math compared to the state's score 63.72% in total math. The school scored 91.07% in total reading compared to the state's score of 69.76% in total reading. These results were the highest in the county and indicate mastery. Alternate assessments were completed successfully by all students whose Individual Education Plan indicated a need for specialized testing. Compared to other schools with the same economic and community backgrounds, Weirton Heights test results are extremely high. Prior to the **Westest**, the **SAT 9** was used and the test results were similar.

The school has just received the National Title I Distinguished Award for Closing the Gap. The **Westest** shows very little difference among subgroups between the total scores in math and reading. Little variation is found between male and female in both reading and math. Scores based on gender, race/ethnicity, and students with disabilities are above expectation level. Specialized **Westest** tutoring is provided prior to testing.

Students' strengths and weaknesses are detailed in a report sent home to the parents. The five state performance levels are novice, or beginning, partial mastery, mastery, above mastery, and distinguished. Students performing at the mastery levels, above mastery or distinguished are considered meeting the standards. Novice and partial mastery are below the standards levels.

Test results are available online at <http://wvachieves.k12.wv.us> and results are sent home with each child.

The West Virginia Fourth Grade Writing Assessment

The **West Virginia Fourth Grade Writing Assessment** is an essay test given to students to indicate writing ability. This test is based on a rubric scale from zero to four, with four being the highest score and two being the average score. Weirton Heights Writing Assessment for 2002-2003 indicated four students received a perfect score of 4 and 96% percent scored above the expected score of 2.0. During the 2003-2004 school year, ten students received a perfect score of 4.0 and a 100% of the students scored a 2.0 or above.

Part IV

2. Show in one-half page how the school uses assessment data to understand and improve student and school performance.

The Title I Reading and Math Specialists review all test results as soon as they are available to determine which students need reinforcement of skills. All teachers also review the results of the children in their current class. They confer with the previous teacher to see where deficiencies occurred the year before and to verify what standards may need more attention. Students are identified that need more help as well as each content standard that needs reinforced. The students are given a packet of skills to take home that are to be practiced with the parents. Title I also provides after-school tutoring along with Westest tutoring.

The **West Virginia Fourth Grade Writing Assessment** is reviewed to find weak areas where the teachers need to make adjustments to ensure that the students will improve in the future. Every classroom from kindergarten to fourth grade dedicates time daily to writing and improving the students' skills. The students are required to write complete sentences in every subject using correct punctuation and spelling.

An informal assessment is completed for each student in reading and math according to the state standards in each subject. Each student is assessed and determined to be distinguished, above mastery, mastery, partial mastery, and novice. If a student shows partial mastery or novice status, the teachers refer the student for special help by Title I and tutoring. A team of specialists, teachers, and parents work to benefit both student and school performance. Improvement has continued to progress yearly.

Part IV

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

Good communication is vital to student success. When school begins in the fall, students receive a handbook explaining school rules and procedures. Students in grades three and four receive an agenda book that is sent home nightly with assignments. Parents sign the book indicating they have read the assignments and any communication from the teacher. Students in grades K-3 receive a weekly home guide that includes spelling lists, test dates and upcoming events. Progress reports are sent home every four and one-half weeks to inform parents of student progress. Report cards are sent home every nine weeks. Parents can access their child's grades through the computer by signing up for **Edline**, a computer grade book. Parent conferences are scheduled as needed. A School Assistance Team is in place to discuss student problems and recommended intervention.

Westest and the **West Virginia Writing Assessment** results are analyzed and shared among staff, parents, and students. Each year parents receive the **West Virginia Report Card** that is issued by the West Virginia State Department of Education. This report card compares the school to other schools in the county and state.

Events, activities, and test results are published in the local newspaper. The Parent Teacher Association recognizes student achievement with an awards ceremony every nine weeks. A school sign communicates the school's major accomplishments. The sign also proudly displays the school's motto, "Weirton Heights Elementary is a **GREAT PLACE TO LEARN**".

Part IV

4. Describe in one-half page how the school has shared and will continue to share its successes with other schools.

Weirton Heights enjoys sharing their knowledge and accomplishments with other schools. After being named a **National Title 1 Distinguished School** and a **West Virginia Exemplary School**, staff members gave a presentation on the school's successes at the West Virginia Superintendent's Winter Conference. Various staff members have shared their ideas and instructional strategies at workshops on the regional, state and national levels. Staff members have presented technology workshops on **Compass Learning, GradeQuick** and **Edline**. Many teachers have had articles, pictures, and instructional practices published in professional magazines.

Teachers serve on committees to choose textbooks and help develop county programs. Teachers are currently involved in the State Math Initiative to change the way teachers teach math. Staff members are realigning and prioritizing the state content standards on the school and county level.

Weirton Heights has partnered with two other elementary schools to present parental involvement workshops on family literacy and child rearing. Education students from the local colleges and universities come into the school to observe and learn classroom management techniques and effective instructional strategies for working with young children.

The staff knows the importance of collaboration and sharing ideas with other professionals. It is believed that by sharing and collaborating with others that teachers increase their own knowledge and expertise. This will ultimately lead to making teaching strategies better and students better learners.

Part V

1. Describe in one page the school's curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions.

The school's curriculum is built around the West Virginia Content Standards Objectives for each grade level. The CSO's are the standard benchmark for everything that is taught in the school. The staff is constantly changing, updating, modifying, and revising methods of teaching to meet the needs of the changing population. Lesson plans reflect the standards and textbooks refer to the West Virginia standards. The students are engaged in all subjects orally, visually, and kinesthetically. Each teacher recognizes the responsibility to all students. If a student begins to fall behind, the classroom teacher refers them immediately to the School Assistance Team for intervention and/or after-school tutoring.

Phonemic Awareness is used in kindergarten and first grades in conjunction with the Title I teacher and the speech pathologist. A Title I Reading teacher is available whenever necessary. English and Writing Skills are enhanced with the **Four-Square Writing** and **Step-Up to Writing**. Writing Skills are used across the entire curriculum. Spelling is integrated with reading at all grade levels and includes supplemental words from other content areas.

Through integration of a new standard based math textbook, instruction includes manipulatives and small group instruction. A Title I Math teacher services student at all grade levels. Social Studies classes are using a new textbook in all grades which follow state standards. Science classes integrate the adopted text with **Hands-on Science Kits**, provided through a grant received by a local college.

Art, physical education, and music are a vital part of the curriculum and are incorporated in core subjects. The art program stimulates creativity and the thinking process. Correlation between art and the core subjects are incorporated throughout the instructional day. A local service organization supplements the art program. The school works with partners in education to provide visual displays of students' work throughout the community.

Special education students are integrated with the regular classroom to allow the students to develop in the least restrictive environment as possible. To reach their greatest potential, assistive technology is used to help facilitate their learning across all settings. At risk students are identified and serviced by Title I.

Both the students and teachers use technology. The teachers use computerized grade books, generate progress reports, and report cards. Grades are currently being posted **EdLine** for parents to access information about their child. The **Compass Learning System** is correlated to the state curriculum and used by each student for ninety minutes a week. Weirton Heights has two computers in each classroom, in addition to a computer lab. All are connected to the Internet. A surveillance system and phones in each classroom, has been installed to provide protection for all students.

Linking technology to all parts of the school helps to coordinate every aspect of learning by following the state guidelines and maintaining high standards of learning.

Part V

2. Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

Weirton Heights Elementary School believes that a good reading program is essential to the success of all students. The power of a good reading program will make students grow and think, as a result enabling them to be lifelong learners.

Scott Foresman Reading (2000) is the basal reading series that is currently being used. Reading success is built with each lesson. Teachers like the award-winning literature and decodable text that fosters fluency and comprehension. They also liked the direct, systematic phonics instruction included at every grade. Writing, spelling and oral language are also incorporated in this series. This program has been successful because it enables teachers to provide instruction in the essential components of reading. **Compass Learning** in our computer lab provides additional lessons on vocabulary and comprehension strategies. Early identification and intervention of children at risk are provided by the Title 1 reading teacher to help ensure reading success.

The school believes that a strong writing program supports successful reading. **Houghton Mifflin English** (2001) supplies the grammar component. **Four-Square Writing** is used to aid the writer in the primary grades and **Step-Up to Writing** encourages the older writer.

Beginning readers need extra instruction in phonics. First grade teachers chose **Signs for Sounds** as a supplemental phonics program. It provides a systematic daily phonics drill.

Before children learn to read, they need to be aware of how sounds work in words. Kindergarten and first grade teachers received training in the **West Virginia Phonological Awareness Program**. This program provides additional classroom instruction in phonemic awareness. Intense small group instruction is given to at-risk students. Weirton Heights Elementary strives to make every student a successful reader.

Part V

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

Based on the school's mission to provide a quality, sound, basic, and appropriate education for all students, the staff is currently in the process of selecting a standards based math text. To enable the children to compete in the world, Weirton Heights challenges teachers to implement new methods of teaching that are based on the National Council of Teachers of Mathematics Standards. Teachers are implementing these new strategies through the use of manipulatives and small group work sessions. In addition, to create long lasting knowledge, students are taught to express their thoughts orally and to write answers numerically and with words. The school is trying to connect every day math situations with the knowledge being presented in the classroom. Students are not only exposed to traditional ways of thinking about math but also are exposed to the reasoning skills that are necessary to determine the answers. It is no longer acceptable to be able to say that 9 plus 5 equals 14, the student must be able to prove and support their answer.

The students of today must be able to work together in groups to solve problems and understand that there may be more than one answer. Research shows that the meaning behind the process will stay in the students' minds enabling them to solve more complex problems later on. This does not mean that the old ways are tossed away. Students are expected to memorize facts and rules.

These teaching methods will provide students with better experiences and more confidence going out into the world.

Part V

4. Describe in one-half page the different instructional methods the school uses to improve learning.

The staff of Weirton Heights Elementary School utilizes a variety of instructional methods and techniques to improve student learning. Research based instructional strategies drive all classrooms instruction. To improve learning the latest techniques are used to enhance the learning process. The faculty tries to remain aware of the different modalities of every student and teacher.

Four-Square Writing and **Step-Up to Writing** are instructed daily to improve writing skills. **Word Walls** are evident in all classrooms. **Making Words** instructs students to manipulate and create new words. **Calendar Math** reinforces math skills daily. Small group instruction is used in both reading and math to develop the students' sense of cooperation. In these groups **Reading Rods** and board games are used. Instructional methods are not limited to the textbooks. Teachers use varied methods to instruct students including computer resources. The Preschool uses the **Creative Curriculum** based on the state standards to prepare the students for Kindergarten. Specialized autism curriculum approved by the Autism Training Center at Marshall University is also used.

Title I Reading and the speech therapists are combining efforts to increase the phonological awareness of kindergarten and first grade children. Small groups meet three times a week for intense instruction. Pre-kindergarten and speech use **Earobics Literacy** to develop phonemic awareness, letters and sounds, beginning writing and reading, and language enrichment. The children with special needs use **Wilson Reading** and **Edmark** to help facilitate learning styles.

All these methods combine to improve student learning.

Part V

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

Professional development is an integral part of the continuing education of the school staff. A needs assessment is compiled to determine the professional development activities for each school year. These needs are then prioritized and selected with student needs in mind. Professional development provides all staff members the opportunity to improve their knowledge and teaching skills in areas where improvement is needed.

Programs on Phonemic Awareness, Content Standards, Informal Assessments, and technology have been presented. Hancock County Schools places a high priority on the use of technology; therefore all teachers have been trained in **Grade Quick, Compass Learning System, EdLine, and I Know**. The counselor has also provided information on issues such as how to prevent bullying and developing character education. The gifted teacher provides ways to identify students who exceed standards. Professional development in the areas of autism, **TEEACH, Picture Exchange Communication System**, visual strategies, assistive technology, and sensory integration keep our special education staff, as well as the regular education teachers, abreast of new programs and techniques to help service the students.

All this combines to improve the teachers' skills and to keep them abreast of the newest developments in the field of education. By doing this, the teachers guarantee that all students will have the opportunity to achieve the highest standards.

Westest
(Westest-West Virginia Educational Standards Test)
Publisher--McGraw-Hill, 2003
2003-2004

Reading

This is the first year for this test.

Testing Month	Weirton Heights 3rd	State of West Virginia	Weirton Heights 4th	State of West Virginia
% At or Above Basic (Mastery)	45	44	39	44
% At or Above Proficient (Above Mastery)	36	28	36	23
% At Advanced (Proficient)	89	88	88	73
Number of Students Tested	54	-	68	-
Percent of total students tested	100	-	100	-
Number of students alternatively assessed	3	-	3	-
Percent of students alternatively assessed	100	-	100	-
Subgroup-- Ethnicity				
% At or Above Basic (Mastery)	29	44	37	44
% At or Above Proficient (Above Mastery)	44	28	38	24
% At Advanced (Proficient)	90	78	89	74
Socioeconomic Status				
% At or Above Basic (Mastery)	63	46	55	45
% At or Above Proficient (Above Mastery)	-	21	-	16
% At Advanced (Proficient)	88	69	91	64

Westest
(Westest-West Virginia Educational Standards Test)
Publisher--McGraw-Hill, 2003
2003-2004

Math

This is the first year for this test.

Testing Month	3 rd Weirton Height	State West Virginia	4 th Weirton Heights	State West Virginia
% At or Above Basic (Mastery)	47	47	38	45
% At or Above Proficient (Above Mastery)	38	21	29	18
% At Advanced (Proficient)	87	72	93	69
Number of Students Tested	54	-	68	-
Percent of total students tested	100	-	100	-
Number of students alternatively assessed (WV Alternative Test)	3	-	3	-
Percent of students alternatively assessed	100	-	100	-
Subgroup-- Ethnicity				
% At or Above Basic (Mastery)	46	47	37	45
% At or Above Proficient (Above Mastery)	41	22	29	19
90	90	73	94	70
Socioeconomic Status				
% At or Above Basic (Mastery)	54	47	45	45
% At or Above Proficient (Above Mastery)	-	15	-	13
% At Advanced (Proficient)	79	64	91	61

SAT 9 TESTING RESULTS 2002-2003

Disaggregation of results for 3rd and 4th Grades

During the transition years of 2002-2003, the method of NCLB accountability reporting changed to address the sub groups listed below.

Additional information can be viewed on the West Virginias Department of Education website under WV Achieves.

Subject Reading and Math **Test** Standford Achievement Test, Ninth Edition

Grade 3rd and 4th **Publisher** Harcourt Brace and Company, 1996

Groupings	QUARTILE 1	QUARTILE 2	QUARTILE 3	QUARTILE 4	% PROFICIENT
Reading 3 rd	2	24	29	46	90%
Reading 4 th	4	15	33	48	81%
Math 3 rd	0	10	19	71	90%
Math 4 th	0	4	22	74	96%
Weirton Heights All Students	>5%	10%	31%	58%	89%
WV State Assessment	17	25	30	28	58%
WHITE	0	11	30	59	89%
BLACK	U	U	U	U	U
HISPANIC	U	U	U	U	U
ASIAN	U	U	U	U	U
NATIVE AM.	U	U	U	U	U
LOW SES	U	U	U	U	U
SPEC. ED.	U	U	U	U	U
LOW LEP	U	U	U	U	U

Total student tested in both 3rd and 4th Grade--- 106

U = Cell size under 50 – Not part of NCLB accountability.

SAT 9 TESTING RESULTS 2001-2002

Disaggregation of results for 3rd and 4th Grades

Subject Reading and Math

Test Stanford Achievement Test, Ninth Edition

Grade 3rd and 4th

Publisher Harcourt Brace and Company, 1996

READING	QUARTILE 1	QUARTILE 2	QUARTILE 3	QUARTILE 4	% PROFICIENT
3rd Grade	5	18	36	41	77%
4th Grade	5	9	40	46	86%
Male	01	24	30	36	66%
FEMALE	4	8	45	43	88%
WHITE	5	14	38	43	81%
BLACK	20	20	47	13	60%
HISPANIC	100	0	0	0	0% *
INDIAN	0	100	0	0	0% *
ASIAN	0	100	0	0	0% *
LOW SES	8	20	47	25	72%
SPEC. ED.	17	0	50	33	88%
LEP	100	0	0	0	0% *
MIGRANT	NA	NA	NA	NA	NA
504	NA	NA	NA	NA	NA
Total Tested	96				

MATH	QUARTILE 1	QUARTILE 2	QUARTILE 3	QUARTILE 4	% PROFICIENT
3rd Grade	5	15	15	64	79%
4th Grade	0	7	25	68	93%
MALE	3	18	27	52	79%
FEMALE	1	11	18	70	88%
WHITE	1	12	23	64	87%
BLACK	7	33	13	47	60
HISPANIC	0	0	0	100	100 *
INDIAN	100	0	0	0	0% *
ASIAN	NA	NA	NA	NA	NA
LOW SES	0	16	27	57	84%
SPEC. ED.	17	17	0	66	66%
LEP	0	0	0	100	100% *
MIGRANT	NA	NA	NA	NA	NA
504	NA	NA	NA	NA	NA
Total Tested	96				

** Note: There was only one student in the subgroups of Hispanic, Indian, and LEP.*

