

School and Teacher Demographics

Per Pupil Expenditures \$6,350

(CCD, 1998–1999)

Number of districts 135

(CCD, 1999–2000)

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
1,141	332	305	19	1,816

Number of charter schools 0

(CCD, 1999–2000)

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
n/a	n/a	n/a	n/a	n/a

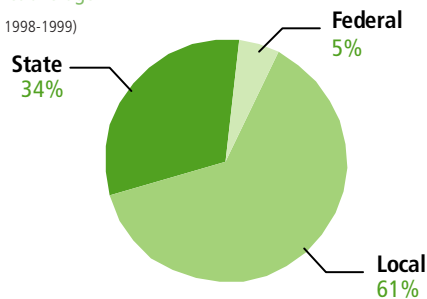
Public school enrollment 1993–1994 1999–2000

	K–8	734,673	789,073
(CCD)	9–12	278,009	315,932
	Total	1,045,471	1,132,544
(By state definition)	Pre-K	3,186	5,293

Sources of funding

District average

(CCD, 1998–1999)



Student Demographics

Race/ethnicity 1993–1994 1999–2000

American Indian/Alaskan Natives	1,650	2,928	
	*	*	
Asian/Pacific Islander	34,939	43,814	
	3%	4%	
Black	270,087	307,815	
	26%	27%	
Hispanic	28,842	49,253	
	3%	4%	
(CCD, K–12)	White	709,953	736,127
	68%	65%	
	Other	n/a	n/a
	—	—	

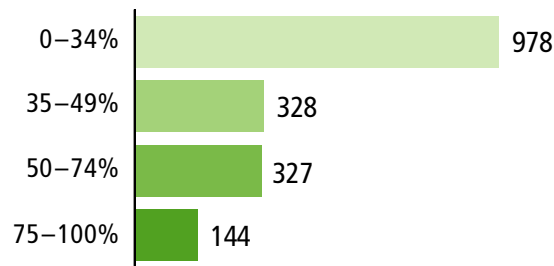
Students with disabilities (OSEP) 111,605 140,439

Students with Limited English proficiency (ED /NCBE, K–12) n/a 31,675

Migrant (OME, K–12) 1,835 n/a

All schools by percent of students eligible to participate in the Free Lunch Program†

(CCD, 1999–2000)



† 39 schools did not report.

KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too small to calculate

Statewide Accountability Information

(Collected from States, January 2002 for 2001–2002 school year)

Statewide Goal for Schools on State Assessment

Above 70 percent of students pass standards-based tests (4 subjects) to be fully accredited

Expected School Improvement on Assessment

Improve percent of students passing to 70 percent

Indicators for School Accountability

Assessment scores

Title I Adequate Yearly Progress (AYP) for Schools

Same as Statewide standards (provisional accreditation: scores improved over prior year)

Title I 1999-2000	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	214	518	732
Schools Meeting AYP Goal	29%	71%	100%
Schools Identified for Improvement	156	426	582
	73%	82%	80%
	57	92	149
	27%	18%	20%

(ED Consolidated Report, 1999–2000)

Title I allocation \$121,606,111

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999–2000)

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	30%	33%
Basic level and above	64%	78%
Math, 2000:		
Proficient level and above	25%	26%
Basic level and above	72%	68%

Student Achievement 1999–2000

Assessment
State Definition of Proficient

Virginia Standards of Learning Test
Student has demonstrated a satisfactory level of achievement on the SOL test

Elementary School

Grade 3

Reading/Language Arts

Students in:	Did Not Pass	Proficient ⇄	
		Passed/ Proficient	Passed/ Advanced
All Schools	39%	51%	10%
Title I Schoolwide	57	39	5
High Poverty Schools			
Students with Limited English Proficiency	60	38	2
Migratory Students			
Students with Disabilities	67	30	3

Mathematics

Students in:	Did Not Pass	Proficient ⇄	
		Passed/ Proficient	Passed/ Advanced
All Schools	29%	39%	32%
Title I Schoolwide	47	38	15
High Poverty Schools			
Students with Limited English Proficiency	44	40	16
Migratory Students			
Students with Disabilities	52	33	15

Middle School

Grade 8

Reading/Language Arts

Students in:	Did Not Pass	Proficient ⇄	
		Passed/ Proficient	Passed/ Advanced
All Schools	30%	49%	21%
Title I Schoolwide	54	39	7
High Poverty Schools			
Students with Limited English Proficiency	61	34	5
Migratory Students			
Students with Disabilities	66	29	5

Mathematics

Students in:	Did Not Pass	Proficient ⇄	
		Passed/ Proficient	Passed/ Advanced
All Schools	39%	52%	9%
Title I Schoolwide	70	30	1
High Poverty Schools			
Students with Limited English Proficiency	50	43	7
Migratory Students			
Students with Disabilities	73	25	2

High School

Grade 10

Reading/Language Arts

Students in:
All Schools
Title I Schools
High Poverty Schools
Students with Limited English Proficiency
Migratory Students
Students with Disabilities

Mathematics

Students in:
All Schools
Title I Schools
High Poverty Schools
Students with Limited English Proficiency
Migratory Students
Students with Disabilities

High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	n/a	5%

Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95	1998-99
	32,378 58%	37,488 60%

KEY: * = Less than 0.5 percent
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 High Poverty Schools = 75-100% students receiving free/reduced lunch