

Districts and schools

	1993-94	2002-03
Number of districts (CCD)	141	135
Number of public schools (CCD)		
Elementary	1,093	1,160
Middle	308	341
High	286	315
Combined	13	22
Other	44	8
Total	1,744	1,846
Number of charter schools (CCD)		
		7

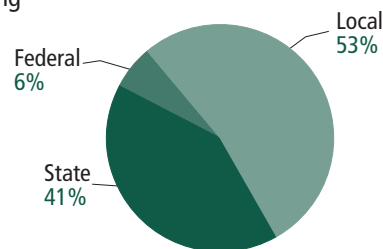
Finances

Total current expenditures	1993-94	2001-02
<small>(CCD, adjusted for inflation to 2001-02, in thousands)</small>		
Instructional	\$4,192,655	\$5,373,764
Noninstructional	361,991	340,875
Support	2,411,355	3,003,915
Total	6,966,001	8,718,554

Per-pupil expenditures	1993-94	2001-02
<small>(CCD, adjusted for inflation to 2001-02)</small>		
	\$6,663	\$7,496

Sources of funding

(CCD, 2001-02)



Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$174,346,805

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

Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	3,186	14,507
K-8	734,673	815,946
9-12	278,009	345,720
Total (K-12)	1,012,682	1,161,666

Race/ethnicity (CCD)

American Indian/Alaskan Native	*	*
Asian/Pacific Islander	3%	5%
Black, non-Hispanic	26	27
Hispanic	3	6
White, non-Hispanic	68	62

Students with disabilities (OSEP)	11%	12%
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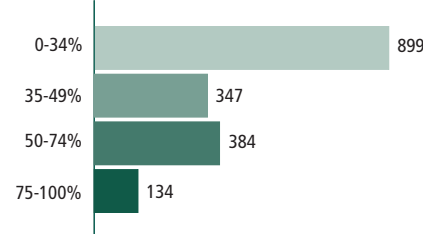
Students with limited English proficiency (NCELA)	n/a	4%
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Migrant students (OME)	*	*
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Eighth-grade students enrolled in Algebra I for high school credit	1996	2003
<small>(NAEP)</small>		
	29%	28%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)	355,212
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Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03[†] (CCD)



[†]82 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	28,540	44,038
Middle	12,131	20,273
High	27,535	26,895
Combined	575	561
Other	1,440	8,153
Total	70,221	99,920

Number of FTE non-teacher staff (CCD)

Instructional aides	11,209	2,632
Instructional coordinators	1,077	1,465
Administrators	5,183	5,963
Other	41,705	53,015
Total	59,174	63,075

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

	1994	2000
English	93%	63%
Mathematics	69	59
Science	67	74
Social studies	84	77

Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)

All schools	92%
High-poverty schools	93%
Low-poverty schools	92%

Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	5%	4%
Avg. freshman graduation rate (NCES)	76	78
College-going rate (IPEDS/NCES)	53	53

NAEP state results (NCES)

	1994	2003
Reading, Grade 4		
Proficient level or above	26%	35%
Basic level or above	57	69
Math, Grade 8		
Proficient level or above	21%	31%
Basic level or above	58	72

Statewide Accountability Information

See Appendix B for Virginia's definitions of proficient for English and mathematics for grades 3, 8, and 11.

See <http://www.pen.k12.va.us/VDOE/src/vasrc-reportcard-intropage.shtml> for more details on the statewide accountability system.

State assessment for NCLB accountability: Standards of Learning Assessments

State student achievement levels: Fails/Does not meet the standard, Pass/Proficient, Pass/Advanced

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2002-03)
Grade 3	English	60.7%	61%
	Mathematics	58.4	59
Grade 8	English	60.7	61
	Mathematics	58.4	59
Grade 11	English	60.7	61
	Mathematics	58.4	59

2002-03 NCLB accountability results, applied to 2003-04 school year

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	457 (58%)	1,064 (59%)	109 (83%)
Identified for improvement:			
Year 1	22 (3%)	22 (1%)	0
Year 2	22 (3%)	22 (1%)	0
Corrective action	0	0	0
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	n/a	n/a	n/a

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Attendance rate	94%	Met
Middle indicator: Attendance rate	94%	Met
High school indicator: Graduation rate	51.7%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	432	*
Supplemental educational services:	1,301	1%

*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

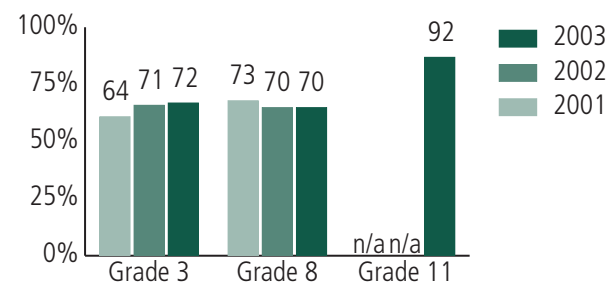
Student Achievement 2002-03

Standards of Learning Assessments, used for NCLB accountability

English

Proficient level or above for:	Grade 3	Grade 8	Grade 11
All students	72%	70%	92%
Economically disadvantaged students	57	50	86
Migrant students	47	46	76
Students with disabilities	54	37	73
Students with limited English proficiency	56	35	79
Black, non-Hispanic students	58	52	86
Hispanic students	62	53	88
White, non-Hispanic students	79	78	95

Student achievement trend: English percent proficient level or above



Mathematics

Proficient level or above for:	Grade 3	Grade 8	Grade 11
All students	83%	75%	80%
Economically disadvantaged students	72	59	69
Migrant students	63	59	73
Students with disabilities	64	39	54
Students with limited English proficiency	75	65	74
Black, non-Hispanic students	72	59	65
Hispanic students	78	68	73
White, non-Hispanic students	88	81	84

Student achievement trend: Mathematics percent proficient level or above

