

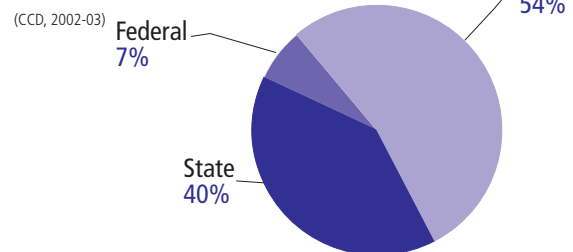
Districts and schools

Number of districts (CCD)	1993-94	2003-04
	141	135
Number of public schools (CCD)		
Elementary	1,093	1,172
Middle	308	340
High	286	312
Combined	13	26
Other	44	6
Total	1,744	1,856
Number of charter schools (CCD)		
		6

Finances

Total current expenditures 1993-94 (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	2002-03
Instructional	\$4,173,044
Noninstructional	360,291
Support	2,400,076
Total	6,933,411
2002-03	\$5,661,332
	362,643
	3,184,354
	9,208,329
Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	2002-03
	\$6,632
	\$7,822

Sources of funding



Title I allocation 2002-03

(ED; Includes Title I, Part A) \$182,110,558

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	2003-04
Pre-K	3,186	16,524
K-8	734,673	819,972
9-12	278,009	354,836
Total (K-12)	1,012,682	1,174,808
Race/ethnicity (CCD)		
American Indian/Alaskan Native	*	*
Asian/Pacific Islander	3%	5%
Black, non-Hispanic	26	27
Hispanic	3	7
White, non-Hispanic	68	61

Students with disabilities (OSEP) 11% 12%

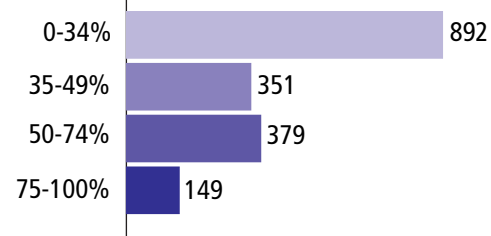
Students with limited English proficiency (NCELA) - 5%

Migrant students (OME) * *

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 2003
29% 28%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) 360,342

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)



*85 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	28,540	42,203
Middle	12,141	19,019
High	27,727	24,633
Combined	576	820
Other	642	284
Total	69,626	86,959
Number of FTE non-teacher staff (CCD)		
Instructional aides	11,209	15,287
Instructional coordinators	1,077	1,525
Administrators	5,183	5,480
Other	41,705	53,713
Total	59,174	76,005

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, 2003-04 (As defined and reported by states, collected by ED)



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)		
Reading, Grade 4	1994	2005
Proficient level or above	26%	37%
Basic level or above	57	72
Math, Grade 8	1996	2005
Proficient level or above	21%	33%
Basic level or above	58	74

Statewide Accountability Information

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

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 (2003-04)
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

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	586 (76%)	1,345 (74%)	30 (23%)
Identified for improvement:			
Year 1	82 (11%)	82 (5%)	0
Year 2	21 (3%)	21 (1%)	0
Corrective action	8 (1%)	8 (*)	0
Restructuring	0	0	0
Exited Improvement status (made AYP twice after being identified for improvement)	9 (1%)	9 (*)	0

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance rate	94%	Met
Middle school 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	2%
Supplemental educational services:	1,301	11%

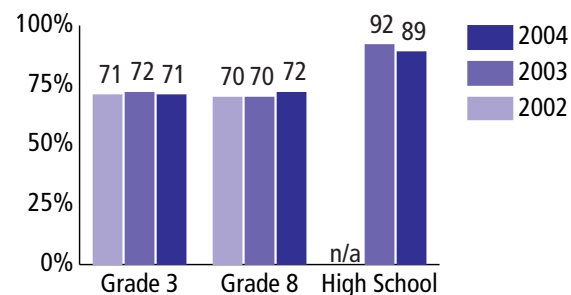
Student Achievement 2003-04

Standards of Learning Assessments, used for NCLB accountability

English

Proficient level or above for:	Grade 3	Grade 8	High school
All students	71%	72%	89%
Economically disadvantaged students	57	54	80
Migrant students	70	48	59
Students with disabilities	47	36	68
Students with limited English proficiency	60	50	75
Black, non-Hispanic	56	56	80
Hispanic students	62	59	83
White, non-Hispanic	79	79	93

Student achievement trend: English percent proficient level or above



Mathematics

Proficient level or above for:	Grade 3	Grade 8	High school
All students	87%	80%	84%
Economically disadvantaged students	79	67	75
Migrant students	78	59	65
Students with disabilities	74	45	59
Students with limited English proficiency	84	70	78
Black, non-Hispanic	77	67	71
Hispanic students	84	73	76
White, non-Hispanic	92	85	88

Student achievement trend: Mathematics percent proficient level or above

