**Virginia**

**Districts and schools**

<table>
<thead>
<tr>
<th></th>
<th>1993-94</th>
<th>2002-03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of districts</td>
<td>141</td>
<td>135</td>
</tr>
<tr>
<td>Number of public schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>1,093</td>
<td>1,160</td>
</tr>
<tr>
<td>Middle</td>
<td>308</td>
<td>341</td>
</tr>
<tr>
<td>High</td>
<td>286</td>
<td>315</td>
</tr>
<tr>
<td>Combined</td>
<td>13</td>
<td>22</td>
</tr>
<tr>
<td>Other</td>
<td>44</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>1,744</td>
<td>1,846</td>
</tr>
<tr>
<td>Number of charter schools</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

**Finances**

<table>
<thead>
<tr>
<th></th>
<th>1993-94</th>
<th>2001-02</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total current expenditures</td>
<td>$4,192,655</td>
<td>$5,373,764</td>
</tr>
<tr>
<td>Instructional</td>
<td>$4,192,655</td>
<td>$5,373,764</td>
</tr>
<tr>
<td>Noninstructional</td>
<td>$361,991</td>
<td>$340,875</td>
</tr>
<tr>
<td>Support</td>
<td>$2,411,355</td>
<td>$3,003,915</td>
</tr>
<tr>
<td>Total</td>
<td>$6,666,061</td>
<td>$8,718,554</td>
</tr>
</tbody>
</table>

**Per-pupil expenditures**

<table>
<thead>
<tr>
<th></th>
<th>1993-94</th>
<th>2001-02</th>
</tr>
</thead>
<tbody>
<tr>
<td>$6,663</td>
<td></td>
<td>$7,496</td>
</tr>
</tbody>
</table>

**Sources of funding**

<table>
<thead>
<tr>
<th></th>
<th>Local</th>
<th>State</th>
<th>Federal</th>
</tr>
</thead>
<tbody>
<tr>
<td>$174,346,805</td>
<td>$79,449,525</td>
<td>$26,083,115</td>
<td>$68,814,160</td>
</tr>
</tbody>
</table>

**Students**

<table>
<thead>
<tr>
<th></th>
<th>1993-94</th>
<th>2002-03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>enrollment (CCO)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-K</td>
<td>3,186</td>
<td>14,507</td>
</tr>
<tr>
<td>K-8</td>
<td>734,673</td>
<td>815,946</td>
</tr>
<tr>
<td>9-12</td>
<td>278,009</td>
<td>345,720</td>
</tr>
<tr>
<td>Total (K-12)</td>
<td>1,012,682</td>
<td>1,161,666</td>
</tr>
<tr>
<td>Race/ethnicity (CCO)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>3%</td>
<td>5%</td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>68</td>
<td>62</td>
</tr>
<tr>
<td>Students with disabilities (OSEP)</td>
<td>11%</td>
<td>12%</td>
</tr>
<tr>
<td>Students with limited English proficiency (NCELA)</td>
<td>n/a</td>
<td>4%</td>
</tr>
<tr>
<td>Migrant students</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCO)</td>
<td>355,212</td>
<td></td>
</tr>
</tbody>
</table>

**Outcomes**

<table>
<thead>
<tr>
<th></th>
<th>1993-94</th>
<th>2000-01</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school dropout rate (NCES)</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td>Avg. freshman graduation rate (NCES)</td>
<td>76</td>
<td>78</td>
</tr>
<tr>
<td>College-going rate (IPEDS/NCES)</td>
<td>53</td>
<td>53</td>
</tr>
<tr>
<td>NAEP state results (NCES)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading, Grade 4</td>
<td>1994</td>
<td>2003</td>
</tr>
<tr>
<td>Proficient level or above</td>
<td>26%</td>
<td>35%</td>
</tr>
<tr>
<td>Basic level or above</td>
<td>57</td>
<td>69</td>
</tr>
<tr>
<td>Math, Grade 8</td>
<td>1996</td>
<td>2003</td>
</tr>
<tr>
<td>Proficient level or above</td>
<td>21%</td>
<td>31%</td>
</tr>
<tr>
<td>Basic level or above</td>
<td>58</td>
<td>72</td>
</tr>
</tbody>
</table>

**Number of districts**

<table>
<thead>
<tr>
<th></th>
<th>1993-94</th>
<th>2002-03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of public schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>1,093</td>
<td>1,160</td>
</tr>
<tr>
<td>Middle</td>
<td>308</td>
<td>341</td>
</tr>
<tr>
<td>High</td>
<td>286</td>
<td>315</td>
</tr>
<tr>
<td>Combined</td>
<td>13</td>
<td>22</td>
</tr>
<tr>
<td>Other</td>
<td>44</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>1,744</td>
<td>1,846</td>
</tr>
</tbody>
</table>

**Staff**

<table>
<thead>
<tr>
<th></th>
<th>1993-94</th>
<th>2002-03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of FTE teachers (CCO)</td>
<td>Elementary</td>
<td>28,540</td>
</tr>
<tr>
<td></td>
<td>Middle</td>
<td>12,131</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>27,535</td>
</tr>
<tr>
<td></td>
<td>Combined</td>
<td>575</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>1,440</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>70,221</td>
</tr>
<tr>
<td>Number of FTE non-teacher staff (CCO)</td>
<td>Instructional aides</td>
<td>11,209</td>
</tr>
<tr>
<td></td>
<td>Instructional coordinators</td>
<td>1,077</td>
</tr>
<tr>
<td></td>
<td>Administrators</td>
<td>5,183</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>41,705</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>59,174</td>
</tr>
</tbody>
</table>

**Number of charter schools (CCO) | 7 **

**Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS) 1994 2000**

<table>
<thead>
<tr>
<th>Subject</th>
<th>1994</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>93%</td>
<td>63%</td>
</tr>
<tr>
<td>Math</td>
<td>69</td>
<td>59</td>
</tr>
<tr>
<td>Science</td>
<td>67</td>
<td>74</td>
</tr>
<tr>
<td>Social studies</td>
<td>84</td>
<td>77</td>
</tr>
</tbody>
</table>

**Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED) All schools | 92%**

<table>
<thead>
<tr>
<th></th>
<th>92%</th>
<th>93%</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-poverty schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low-poverty schools</td>
<td></td>
<td>92%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>1996</th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>29%</td>
<td>28%</td>
<td></td>
</tr>
</tbody>
</table>

**Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCO) 355,212**

<table>
<thead>
<tr>
<th></th>
<th>0-34%</th>
<th>35-49%</th>
<th>50-74%</th>
<th>75-100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>899</td>
<td>347</td>
<td>384</td>
<td>134</td>
<td></td>
</tr>
</tbody>
</table>

*82 schools did not report.*
Statewide Accountability Information

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


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

<table>
<thead>
<tr>
<th></th>
<th>2001-02 Annual measurable objective starting point</th>
<th>Target (2002-03)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3 English</td>
<td>60.7%</td>
<td>61%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>58.4</td>
<td>59</td>
</tr>
<tr>
<td>Grade 8 English</td>
<td>60.7</td>
<td>61</td>
</tr>
<tr>
<td>Mathematics</td>
<td>58.4</td>
<td>59</td>
</tr>
<tr>
<td>Grade 11 English</td>
<td>60.7</td>
<td>61</td>
</tr>
<tr>
<td>Mathematics</td>
<td>58.4</td>
<td>59</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>AYP outcomes and consequences*</th>
<th>Title I schools</th>
<th>All schools</th>
<th>All districts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Made AYP</td>
<td>457 (58%)</td>
<td>1,064 (59%)</td>
<td>109 (83%)</td>
</tr>
<tr>
<td>Identified for improvement:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td>22 (3%)</td>
<td>22 (1%)</td>
<td>0</td>
</tr>
<tr>
<td>Year 2</td>
<td>22 (3%)</td>
<td>22 (1%)</td>
<td>0</td>
</tr>
<tr>
<td>Corrective action</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Restructuring</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Exit improvement status (made AYP twice after missing twice or more, includes total “made” above)</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Other indicator, 2002-03

<table>
<thead>
<tr>
<th>State target</th>
<th>State outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary indicator: Attendance rate</td>
<td>94%</td>
</tr>
<tr>
<td>Middle indicator: Attendance rate</td>
<td>94%</td>
</tr>
<tr>
<td>High school indicator: Graduation rate</td>
<td>51.7%</td>
</tr>
</tbody>
</table>

NCLB choice participation

<table>
<thead>
<tr>
<th>Number of Title I students</th>
<th>Percent of eligible students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I school choice:</td>
<td>432</td>
</tr>
<tr>
<td>Supplemental educational services:</td>
<td>1,301</td>
</tr>
</tbody>
</table>

*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

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

Mathematics

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

Student achievement trend: English percent proficient level or above

![Graph showing English proficiency trend]

Student achievement trend: Mathematics percent proficient level or above

![Graph showing Mathematics proficiency trend]