

schools meeting the existing prescribed standards of quality. Such standards of quality shall be subject to revision only by the General Assembly, pursuant to Article VIII, Section 2 of the Constitution of Virginia. Such report shall include a complete listing of the current standards of quality for the Commonwealth's public schools, together with a justification for each particular standard, how long each such standard has been in its current form, and whether the Board recommends any change or addition to the standards of quality.

The Board of Education's initial discussion concerning the contents of the 2004 annual report was held at the May 2004 meeting. During the discussion, Board of Education members stated their ideas and suggestions for the report's contents. Based upon that information and direction from the Board, Department of Education staff developed a detailed outline of the report's proposed contents, which was mailed to members in September in order to obtain their suggestions for additions and changes prior to developing the first draft (attached).

Summary of Major Elements: A working draft of the *2004 Annual Report on the Condition and Needs of Public Schools in Virginia* is attached. Several key data points are not yet available; however, it is anticipated that all necessary data will be available to incorporate into the report prior to the Board's final review at the November 17th meeting.

For the October 28th meeting, the Board of Education is requested to discuss the proposed draft and make suggestions for changes, additions, or deletions, which will be incorporated prior to the Board's final review of the report on November 17th.

The *2004 Annual Report on the Condition and Needs of Public Schools in Virginia* will be delivered to the Governor and members of the General Assembly slightly later than November 15 (the due date specified in § 22.1-18 of the Virginia Code) because several essential data points needed to complete the required components of the report are not expected to be available for the Board of Education's final review until the November 17, 2004, meeting.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education receive the draft report for first review and give staff suggestions for additions and changes to incorporate into the report prior to the final review on November 17, 2004.

Impact on Resources: Staff at the Department of Education prepared the attached draft; therefore, there is an administrative impact related to preparing the text of the report and the tables contained therein. In addition, there is a minimal administrative impact for preparing, photocopying, and mailing the report to the intended recipients. The fiscal impact of distributing the report is minimal because Legislative Services guidelines for submitting reports to the legislature require that the reports be submitted on-line rather than in hard copy.

Timetable for Further Review/Action: Data will be added to the report, and the updated document will be presented to the Board of Education for final review and adoption at the November 17, 2004, meeting. Following the Board's final adoption, the report will be transmitted to the Governor and the General Assembly as required by the Code of Virginia.

**DISCUSSION DRAFT:
OCTOBER 28, 2004**

*2004
ANNUAL REPORT ON THE
CONDITION AND NEEDS
OF PUBLIC SCHOOLS IN VIRGINIA*

PRESENTED TO
THE GOVERNOR AND
THE GENERAL ASSEMBLY

(DATE)
VIRGINIA BOARD OF EDUCATION

Members of the Board of Education as of July 30, 2004

(NOTE: Photos of Board members with names and addresses.)

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(Letter of Transmittal)
COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
P.O. BOX 2120
RICHMOND, VIRGINIA 23218-2120

(Date)

The Honorable Mark R. Warner, Governor
Members of the Virginia General Assembly
Commonwealth of Virginia
Capitol Square
Richmond, Virginia 23219

Dear Governor Warner and Members of the Virginia General Assembly:

On behalf of the Board of Education, I am pleased to transmit the *2004 Annual Report on the Condition and Needs of the Public Schools in Virginia*, submitted pursuant to § 22.1-18 of the Code of Virginia. The report contains information about the condition and needs of Virginia's public schools, including an analysis of student academic performance. A major component of this year's annual report is the complete listing of the changes in the Standards of Quality as prescribed by the Board of Education on (date). The amendments will be presented for consideration at the 2005 session of the General Assembly. Also included in the report are the changes the Board prescribed in 2003 that were enacted by the 2004 General Assembly.

I am encouraged by the admirable efforts by the Governor and the members of the General Assembly that led to increased funding for the 2004-06 biennium, in spite of the state's tight fiscal resources. This clearly demonstrates the state's commitment and its confidence in public education as a productive partner in the state's economic growth and development. In that light, I believe the information contained in this report will convince you that staying the course for high academic standards will take our students and our schools to a level of excellence that will help assure parents and other citizens that all students have the opportunity for an educational experience that is second to none.

To get the results we are seeking for all students, we must maintain our sharp focus on shared accountability for student achievement. The Board of Education cannot achieve these goals alone. Our partners at the state and local level, parents, students, and educators in schools, colleges, and literacy programs all have essential roles to play.

The members of the Board of Education are grateful for the cooperation and support of the Governor and the members of the General Assembly have given to Virginia's school improvement efforts. These efforts are showing positive results for our students and schools, and each of us on the Board of Education looks forward to working closely with you as we continue our important work together.

Sincerely,

(signature)

Thomas M. Jackson, Jr.
President

Preface

Statutory Authority for the Annual Report:

The Code of Virginia, in § 22.1-18, states:

By November 15 of each year, the Board of Education shall submit to the Governor and the General Assembly a report on the condition and needs of public education in the commonwealth and shall identify any school divisions and the specific schools therein which have failed to establish and maintain schools meeting the existing prescribed standards of quality. Such standards of quality shall be subject to revision only by the General Assembly, pursuant to Article VIII, Section 2 of the Constitution of Virginia. Such report shall include a complete listing of the current standards of quality for the commonwealth's public schools, together with a justification for each particular standard, how long each such standard has been in its current form, and whether the Board recommends any change or addition to the standards of quality.

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Executive Summary

The 2004 *Annual Report on the Condition and Needs of the Public Schools in Virginia* summarizes information on the most significant objective measures of the condition and progress of public schools in Virginia. Highlights of the findings include the following:

- (1) Local division compliance with the Standards of Quality... (*Summary of findings here.*)
- (2) Local school compliance with the Standards of Accreditation... (*Summary of findings here.*)
- (3) Results of on-site reviews of struggling schools show clearly that schools rated Accredited with Warning need additional help to use classroom instructional time effectively and to monitor the implementation of effective programs;
- (4) Results of state and national tests, including performance requirements of the No Child Left Behind Act (NCLB) point to areas of strength as well as weaknesses in student academic achievement. This year, more than two-thirds of Virginia's public schools met or exceeded NCLB achievement objectives. African-American students, Hispanic students, limited English proficient students, disadvantaged students, and white students all exceeded the 2003-2004 objectives for reading, mathematics, and science. While the results are encouraging, the achievement gap among the student groups is persistent and troubling.

A major component of this year's annual report is the complete listing of the changes in the Standards of Quality as prescribed by the Board of Education at its meeting in (date). Highlights of the prescribed amendments include the following: (*Summary statement here.*)

The report closes with an overview of the challenges in the coming year to help address the condition and needs of Virginia's public schools, including (*Summary statement here.*)

The appendices to the report provide data on the context of elementary, middle, and secondary education in terms of enrollment trends; student achievement; rates of progress among different student population groups; and the contexts of elementary, middle, and secondary education in terms of funding levels, teacher qualifications, and other factors.

Improving Schools and Measuring Success

In Virginia, academic standards are in place, and educators are implementing them. Virginia has a valid and reliable assessment system in place to gauge student progress, and accountability goals for English, mathematics, science, and history and social science. While this year's achievement results are encouraging, we still have much to accomplish. As we forge ahead, our goal is for all students to reach new levels of achievement.

Most importantly, student achievement and learning are improving. State assessments and other important objective measures document steady academic progress. The persistence and hard work of countless individuals — qualities that distinguish virtually all successful endeavors— have helped Virginia's students achieve at impressive levels. Teachers and students across the state have stepped up to the challenge. Now the question becomes: How do we build on this success, sustain it, and go beyond current achievement levels?

Highlights of our students' progress include the following: (*Summary statement here.*)

Assistance and Support from the Governor and the General Assembly

The challenge of promoting student achievement and accountability for Virginia's public schools is greater than ever. The Board of Education's ability to meet that challenge, however, is significantly improved thanks to the professional dedication, creativity, and expertise of Virginia's teachers and school leaders. In addition, gubernatorial leadership and General Assembly support have given the Board of Education new authority and resources. The challenges may be great, but so are the opportunities for real and substantial improvement in our public schools and in student academic achievement.

2004-2006 Biennial Budget:

The General Assembly's adopted budget for the 2004-2006 biennium significantly increases state funding for public education, providing \$1.5 billion in additional funding for the public schools. As a part of its adopted budget, the 2004 General Assembly passed legislation recommended by the Board of Education to amend the Standards of Quality (SOQ). The budget approved by the General Assembly includes funding for elementary resource teachers; technology positions; a planning period for secondary (i.e., middle and high school) teachers; and establishing a funding formula for the prevention, intervention, and remediation program proposed by the Board of Education.

In addition to the additional SOQ funding, the budget also provides \$100,000 towards a capital needs assessment and feasibility study for consolidating the state's two existing schools for the deaf, blind, and multi-disabled. Another important addition was the increase in the number of instructional positions from 10 to 17 per 1,000 students for whom English is a second language.

**Board of Education Recommended Changes to the
Standards of Quality Funding Provided in the 2004-2006 Budget**

SOQ Provision Prescribed by the Board of Education	FY 2005 State Funding	FY 2006 State Funding
Revised methodology to fund the SOQ prevention, intervention, and remediation program	\$63.8 million	\$64.4 million
Five elementary resource teachers per 1,000 students	\$74.2 million	\$75.5 million
One quarter of the daily planning period for teachers at the middle and high school level the first year, and the full daily planning period for teachers at the middle and high school levels the second year;	\$27.0 million	\$128.9 million
One support technology position per 1,000 students in grades K-12	\$4.6 million	\$4.7 million
One support technology position and one instructional technology position per 1,000 students in fiscal year 2006 only		\$11.2 million
	\$169.6 million	\$284.7 million

Governor Warner's Education for a Lifetime Initiatives:

Project Graduation Regional Summer Academies:

Project Graduation encompasses a number of special programs designed to help students meet requirements for the high school diploma. Components of this multifaceted program include the Summer Regional Academies opened in 2003 (reading, writing and Algebra I), online courses in English 10 and English 11 during the summer and early fall of 2003, and Spring Regional Academies offered in 2004. The program also included statewide access to an online tutorial for high school seniors who have yet to pass the Standards of Learning English reading test required for graduation.

Summer School 2004 Scholarships for English 10 and 11:

Scholarships were provided to certain students to cover the fees for online English 10 or 11 summer school courses in 2004. To be eligible for scholarships, students had to be rising seniors, have failed the course and the English reading or writing Standards of Learning assessment, and the course was not readily available for summer school enrollment.

The Great Virginia Teach-In: March 27-28, 2004:

The Governor's first Great Virginia Teach-In was conducted in Richmond in March 2004. This event was established as one of Governor Warner's recruitment initiatives and proclaimed by the 2004 General Assembly in House Joint Resolution No. 168 as the Great Virginia Teach-In. A total of 3,824 prospective teachers attended, and 102 of 132 school divisions (77%) participated in the Teach-In. While it was expected that most of the attendees would come from within the state, more than a fifth of the attendance was composed of individuals residing outside of Virginia, representing 42 states. Virginia participants represented 286 localities in more than 100 counties and cities.

Turnaround Specialists:

Governor Warner spearheaded the turnaround specialist program to equip talented principals with

additional training and tools to help improve student achievement in schools that have consistently fallen short of federal or state achievement goals. In the summer of 2004, ten elementary and middle school principals underwent intensive, specialized training at the Darden School at the University of Virginia and are now placed in struggling schools throughout the state.

Race to the GED:

The goal of the Race to GED instruction is to double the number of Virginians earning a GED certificate by December 2005. The Fast-Track GED reduces the time it takes to earn a GED certificate from one year to as little as 90 days. Since January 2004, more than 850 people have qualified for Fast Track GED or GED Prep programs at Race to GED pilot sites across the state. To date, 350 people have completed the program, tested, and earned a GED certificate.

School Division Efficiency Reviews:

The purpose of the reviews is to identify savings that can be gained in a local division through best practices in organization, human resources, facilities, finance, transportation, and technology management, thereby allowing divisions to divert administrative savings back into the classroom. Three pilot reviews (New Kent County, Richmond City, and Roanoke County) are now complete, resulting in significant cost savings and efficiencies for each division. For example, potential savings nearly 5% of annual noninstructional operating costs were identified in New Kent, and the Richmond City school system could save more than \$2.1 million a year by following the recommendations of the audit team.

Partnership for Achieving Successful Schools (PASS):

The Governor's Partnership for Achieving Successful Schools (PASS) initiative is aimed at the approximately 32 schools across Virginia whose performance on the SOL exams merit extra focus and help. PASS brings together academic, business and community resources in support of these schools. *(More information available in early November. . . .)*

Early College Scholars Program:

High school seniors become Early College Scholars by signing an Early College Scholar Agreement in their junior or senior year and completing the terms of the agreement upon high school graduation. Eligible high school seniors can complete their high school diploma and concurrently earn a semester's worth of credits (15 credit hours) that can be used towards a college degree. Early College Scholars also take online and satellite AP courses through the Virginia Virtual Advanced Placement School free of charge. As of September 2004, nearly 400 students have registered for classes through the Virginia Virtual Advanced Placement School.

Path to Industry Certification:

This initiative provides high school seniors an opportunity to earn their high school diploma and complete technical preparation and industry certification by enrolling in tuition-free training at a Virginia community college immediately following graduation. Currently, 94 students from four community college regions are pursuing one of eighteen industry certifications offered. This program also provides training and testing for Career and Technical Education teachers to achieve industry certification so that their students will be eligible for the student-selected verified credit. Of the 975 teachers who have participated since January 2004, 862 have received certification and 49 additional teachers are expected to complete the program by the end of the year.

Board of Education's Accomplishments in 2004

Virginia's public schools are becoming better for three basic reasons. First, Virginia has identified the academic standards that teachers should teach and students should learn. Second, Virginia's schools are devoting their fiscal and human resources to teaching and learning the academic standards. Third, teachers and students across Virginia are working hard to reach higher academic expectations. The Board of Education seeks to do its part to keep the forward momentum going. In that light, the Board has defined six major priorities for the coming years.

Priority 1: We will strengthen Virginia's public schools by providing challenging academic standards for all students. Highlights of recent Board of Education actions include: (*Brief description of SOL test results.*)

Priority 2: We will enhance the academic program and the quality standards for public education in Virginia. Highlights of recent Board of Education actions include:

- Presented amended Standards of Quality at the 2004 session of the General Assembly. Many of the amendments prescribed by the Board were adopted and funded by the legislature, including provisions for five elementary resource teachers per 1,000 students; one support technology position per 1,000 students the first year, and one support technology position and one instructional technology position per 1,000 students the second year; one quarter of the daily planning period for teachers at the middle and high school level the first year, and the full daily planning period for teachers at the middle and high school levels the second year.
- Sought and received new authority that modifies the current school compliance process within the Standards of Quality to authorize the Board of Education to require an academic review of any school division that, through the school academic review process, fails to implement the SOQ. The new provisions also require the reviewed school division to submit for approval by the Board a corrective action plan setting forth specific actions and a schedule designed to ensure that schools within its school division achieve full accreditation status.
- Revised standards for guidance programs: The *Standards for School Counseling Programs in Virginia Public Schools* are arranged in three domains: academic development, career development, and personal/social development and in four grade groups: Kindergarten-3rd, 4th and 5th, 6th - 8th, and 9th - 12th.
- Adopted criteria and procedures for conducting division-level academic reviews and improved the procedures used in conducting school-level reviews.
- Adopted *Guidelines for the Establishment of Joint or Regional Continuation High School Programs*. Joint or regionally operated continuation high schools or programs provide educational options that extend beyond the twelfth grade for students who have not met the requirements for a high school diploma by the completion of that grade.
- Established amendments to the criteria and a process for the Board of Education to review charter school applications, consistent with existing state law.

- Approved the Stanford English Language Proficiency test and certain locally developed and/or selected instruments to measure the English language proficiency of Limited English Proficient students.
- Approved the criteria and process for adopting instructional methods or models/programs that have been proven to be effective in assisting schools accredited with warning in English or mathematics.
- Received the recommendations from the joint committee to study feasibility of developing a curriculum for nutrition and exercise for K-12 students.

Priority 3: We will continue efforts to enhance the training, recruitment, and retention of highly qualified teachers and administrators. Highlights of recent Board of Education actions include:

Actions taken in 2004 include the following:

- Adopted criteria for the alternate route program for highly qualified teachers.
- Participated in developing a regional cooperative for teacher licensing.
- Formed a consortium of surrounding states to create the Meritorious New Teacher Candidate designation.
- Established Proficiency Levels for the American Council on Teaching Foreign Languages (ACTFL) Oral Proficiency Interview and Writing Proficiency Test.

The Teacher Enhancement Initiative:

The emphasis on teacher quality is an important extension of Virginia's efforts to increase student achievement. Recent studies in Tennessee, Boston, and Texas confirm that students taught by the most qualified and effective teachers achieve at higher levels. New, higher performance objectives under the NCLB provisions create a double challenge for all states for increasing both the quality of teachers and the overall number necessary to staff classrooms in the face of impending teacher shortages. Virginia has taken several steps to address the teacher shortage and quality issue.

Highlights include:

- The "Career Switcher" program has enabled highly qualified new teachers to enter the classrooms from other professions without going through traditional teacher preparation programs. As of May 2004, the program had graduated a total of 434 highly qualified teacher candidates since the program's inception in 1999.
- The Virginia Teaching Scholarship Loan Program provides scholarships to students who agree to teach in a critical shortage field in a Virginia public school.
- A statewide mentoring program provides grants totaling \$1.04 million to participating school divisions to pilot research-based mentoring programs. Each program has a record of success in helping new teachers make the transition from teacher-preparation and career-switcher programs to the classroom, especially in hard-to-staff schools. The funds flow from a \$13.5

million dollar Teacher Quality Enhancement Grant Virginia received last fall from the U.S. Department of Education.

Priority 4: We will support accountability and continuous improvement in all schools. Highlights of recent Board of Education actions include:

- Developed the division-level review process and refined the school-level review process.
- Established the Plain English and Mathematics test as a substitute test of numeracy for certain students with disabilities who are pursuing the Modified Standard Diploma.
- Established or revised cut scores for the following tests:
 - ✓ History Standards of Learning tests based on the 2001 standards revision
 - ✓ Workkeys: Reading for Information, Workkeys: Applied Mathematics, and ACT: EXPLORE as substitute tests for the literacy and numeracy requirements of the Modified Standard Diploma
 - ✓ “Plain English” Standards of Learning Mathematics tests for grades 3, 5, and 8
 - ✓ Reading subtest of the Stanford English Language Proficiency Test when used as a substitute for the Standards of Learning grade 3 English test and the grade 5 and 8 Standards of Learning reading tests

Priority 5: We will assist teachers to improve the reading skills of all students, especially those at the early grades. Highlights of recent Board of Education actions include:

- Established a reading assessment for elementary teachers: In April 2003, the Board of Education adopted a recommendation of the Advisory Board on Teacher Education and Licensure to require a reading instructional assessment for elementary preK-3 and preK-6 teachers and special education teachers, and reading specialists no later than July 1, 2004. This test is now being administered to new licensure candidates. In June 2004, the Board of Education modified its policy to exempt from the required assessment teachers of early childhood special education, teachers of students with severe disabilities, and speech language pathologists.
- Cooperated in expanding the state’s programs for four-year olds: Last year, the initiative served 5,858 four-year-olds in Virginia. The added state dollars make the Virginia Preschool Initiative available to an additional 1,500. Virginia's Preschool Initiative supplements the work of the federally funded Head Start program, which served more than 70,000 children last year. The initiative requires localities to match the funds they receive through the program, either monetarily or by providing classroom spaces, administrative support or other necessities.

Priority 6: We will provide leadership for implementing the provisions of the No Child Left Behind Act (NCLB) smoothly and with minimal disruption to local school divisions. Highlights of recent Board of Education actions include:

- Developed and implemented an achievement recognition award for Title I schools for local school divisions that exceed adequate yearly progress (AYP) requirements.

- Approved criteria for High Objective Uniform State Standard of Evaluation (HOUSSE) for Virginia.
- Negotiated with the U.S. Department of Education (USED) regarding regulations limiting the number of students with disabilities whose proficient score on state assessments based on alternate achievement standards could be counted in calculating AYP. In Virginia, this is the Virginia Alternate Assessment Program (VAAP). The limit set by USED is one percent of the students tested at the applicable grade levels. Under the provision that permits states to request an exception to this cap, the Board negotiated at 1.13 percent cap.
- Modified the process for calculating and reporting the AYP status of “small n schools,” which are those schools with 50 or fewer students enrolled in the tested grades or courses.

Compliance with the Requirements of the Standards of Quality

(Summary statement here.)

Compliance with the Requirements of the Standards of Accreditation

(Summary statement here.)

Condition and Needs of Virginia’s Lowest Performing Schools and School Divisions

Division-Level Review Results

(Summary statement here.)

School-Level Results:

Beginning with the 2000-2001 school year, any school rated Accredited with Warning has been required to undergo an academic review, an on-site review conducted by an independent team of professional educators. Each review consists of an initial visit, an on-site review, and follow-up visits. Following the team’s on-site review, detailed reports are generated citing specific areas of strength, areas for improvement, and essential actions that should be taken to correct the weaknesses. Schools undergoing the reviews are then required to develop and implement a school improvement plan, which must outline specific actions the school staff will implement to correct each area of weakness.

The number of schools rated Accredited with Warning decreased from 211 schools in 2000-2001 to 47 schools in 2003-2004. Of the 47 schools receiving academic reviews, 33 have been warned in at least two of the last three years. The locations and types of all schools are rated Accredited with Warning in Appendix ____.

Overall Findings:

As in previous years, schools rated Accredited with Warning needed more help in applying effective

strategies for using their classroom instructional time productively. Using data also continues to be an area for improvement in warned schools, although improvement over last year is seen. However, establishing systems for monitoring the implementation and effectiveness of new programs is an area of need in warned schools.

Areas of Strength:

An analysis of data revealed that areas of strength were in use of instructional time, curriculum alignment, and school improvement planning.

Areas Needing Improvement:

Review results reveal three main areas in need of improvement, as follows:

1. Use of classroom instructional time:

- Engaging students in learning activities
- Maximizing time on task
- Differentiating strategies

2. Having systems for monitoring and adjusting implementation of initiatives:

- Implementing new practices learned through professional development activities
- Observing classroom instruction and providing feedback
- Monitoring implementation of school improvement plan strategies

3. Analyzing and using data:

- Determining if initiatives are being implemented as intended
- Determining effectiveness of programs in improving student achievement
- Providing evidence of implementation of school improvement plan strategies

Condition and Needs of Virginia's Schools as Identified by State and National Test Results

Standards of Learning Test Results:

Achievement gap data: by ethnicity, disability, ESL (summarize here--put full tables in the appendix)

Advanced Placement Test Results:

The number of Virginia public school students taking at least one AP examination has increased by more than 20 percent since 2000. The number of Virginia high school students who took Advanced Placement (AP) examinations jumped by 7.8 percent this year. The number of tests taken that qualified the student for college credit increased 9.2 percent over 2003.

The number of Virginia's African-American public school students taking at least one AP examination rose 5.7 percent in 2004, and 1,445 of the tests taken by African-Americans received a grade of 3 or better, an increase of 10.4 percent over the previous year. In addition, more of Virginia's Hispanic public school students are taking AP courses and qualifying for college credit. The number of Hispanic students taking at least one AP examination rose 8.2 percent in 2004. Of the 2,509 AP tests taken by Hispanic public school students during 2004, 1,495 received a grade of 3 or above, which represented a 9.9 percent increase in the number of tests qualifying for college credit taken by Hispanic students.

About 75 percent of Virginia high schools offer Advanced Placement courses. Other students can take classes through the virtual Advanced Placement school, which gives them access to courses online.

2004 SAT-I Results:

The average scores of Virginia students on the verbal and mathematics portions of the SAT I in 2004 were little changed from last year. Public school students achieved an average verbal score of 512, which also represented a one-point increase over the previous year. The national average on the verbal portion of the SAT-I was 504 for public school students. The national averages were up a point when compared with 2003. The average score of public school students in Virginia on the mathematics portion of the test was 506, which was down two points compared with 2003. The national average score on the mathematics portion of the SAT I for 2004 was 513 for public school students. The national average for mathematics on the SAT-I was unchanged for public school students. The average score of Virginia public school students on the verbal portion of the SAT-I has increased by six points since 2000 and the average score on the mathematics portion of the test has increased by nine points.

Condition and Needs of Virginia's Schools as Identified by the Adequate Yearly Progress Results for Virginia's Schools

More than two-thirds of Virginia's public schools met or exceeded No Child Left Behind Act (NCLB) achievement objectives during the 2003-2004 school year. Of the 1,831 public schools, 1,257 (69 percent) met the federal education law's complex requirements for Adequate Yearly Progress (AYP). This represents an improvement over 2002-2003, when 58 percent of the commonwealth's public schools met the requirements for AYP.

As a state, Virginia met 28 of the 29 AYP objectives. African-American students, Hispanic students, LEP students, disadvantaged students, and white students all exceeded the 2003-2004 objectives for reading, mathematics, and science. Gains in mathematics achievement were especially notable, with the percentage of Virginia students making the Annual Measurable Objectives in mathematics tests increasing to 82 percent, compared with 78 percent during 2002-2003.

Of the 507 schools that did not make AYP during 2003-2004, 170 met all but one of the federal law's 29 objectives for achievement, participation in statewide testing, attendance, and/or graduation. One hundred thirty-six schools met all but two benchmarks, and 80 schools met all but three of the 29 AYP objectives. Taken together, 1,643, or 90 percent of Virginia's schools either made AYP or achieved at least 26 of the objectives. Highlights of the AYP results show that:

- All student subgroups in Virginia made the Annual Measurable Objectives in mathematics.
- Overall achievement in reading remained steady, with 79 percent of Virginia students meeting the Annual Measurable Objectives in reading during 2003-2004. Students with disabilities constituted the only subgroup that did not meet the Annual Measurable Objectives in reading.
- Eighty-four percent of Virginia students met the Annual Measurable Objectives in science, compared with 81 percent during 2002-2003. All student subgroups showed improved performance in science.
- Twenty-nine of Virginia's 132 school divisions made AYP during 2003-2004, compared with

21 during the previous year.

- Of the 103 school divisions that did not make AYP, 28 met all but one of the 29 objectives for achievement and participation in testing for reading and mathematics.
- Nearly seven out of ten Title I schools in Virginia made AYP during 2003-2004.
- Eighty-eight Title I schools entered their first year of improvement based on achievement in reading and/or mathematics in 2003-2004 and must offer students the option of transferring to a higher-performing public school for the 2004-2005 school year.
- Sixteen Title I schools entered year two of improvement status, and in addition to offering transfers, also must provide supplemental education services or tutoring free-of-charge to children who request these services.
- Fifteen Title I schools entered year three of improvement status. These schools must offer transfers, supplemental educational services, and take at least one of several corrective actions specified in the law to raise student achievement.

Prescribed Revisions to the Standards of Quality: Recommendations and Rationale

At its planning session in April, the Board of Education initiated a discussion of the provisions contained in the Standards of Quality as prescribed by the Board of Education. The president of the Board outlined his view of the frame of reference for the requirements of the Standards of Quality, i.e., the provisions of the SOQ must be clear and must set forth requirements for (1) teaching; (2) testing; (3) analysis of data; (4) remediation. The Board identified issues for further examination to determine whether or not additional revisions to the SOQ are warranted. The issues discussed by the Board include the following: (*Summary statement here...*)

Challenges for 2005 and Beyond

The condition and needs of Virginia's public schools described in this report should be viewed as guideposts for action. While the results of Virginia's statewide Standards of Learning testing program and other objective measures echo our students' strengths, the results also point toward critical areas of need that will undermine Virginia's future success if not addressed quickly and effectively.

(*Note: A partial list of future challenges is shown below. A short summary description of each topic will be included.*)

Closing the achievement gap:

Ensuring meaningful, on-going professional development for teachers and administrators:

Coping with the huge growth in the population of students who do not speak English:

Assisting chronically low-performing schools:

Ensuring that all children learn to read at grade level:

Implementing and meeting the requirements of the No Child Left Behind Act of 2001:

Developing, implementing, and using a student-level data base:

Helping the “hard-to-staff” schools:

Advocating for higher teacher salaries and helping schools recruit and retain highly qualified teachers:

(Other topics to be determined by the Board of Education....)

Appendices

Appendix A: Virginia's Public Schools: Demographic and Statistical Data

Enrollment in the public schools statewide (September 30 fall membership report):

2004:
2003: 1,192,539
2002: 1,176,557
2001: 1,163,094
2000: 1,144,913

Attendance rates:

2003-2004: 95.0 percent
2002-2003: 94.9 percent

Enrollment in the Virginia Preschool Initiative:

Last year, the initiative served 5,858 4-year-olds in Virginia. For 2004, additional state funds were provided to make the Virginia Preschool Initiative available to an additional 1,500. Virginia's Preschool Initiative supplements the work of the federally funded Head Start program, which served more than 70,000 children last year. The initiative requires localities to match the funds they receive through the program, either monetarily or by providing classroom spaces, administrative support or other necessities.

Enrollment in English as a Second Language Programs (ESL) statewide:

2003: 60,306
2002: 49,840

Enrollment in Career and Technical Education (CTE) Programs:

2002-03: 574,686
2003-04: 585,115

(Note: Students are counted for each CTE class taken; therefore, some students are counted more than once.)

Enrollment in Special Education Programs: *(Give totals here.)*

Enrollment in Gifted Education programs: 147,832

Number of students eligible for free or reduced price lunch program (as of October 31, 2003):

Program	Number of Eligible Students	Percent of Statewide School Enrollment
Free lunch	290,408	25.30%
Reduced-price lunch	84,029	7.32%
Total	374,437	32.63%

Total number of home-schooled students in Virginia:

2003-2004: 18,102

2002-2003: 16,542

Total number of Virginia's students with religious exemption from school attendance:

2003-2004: 5,628

2002-2003: 5,479

Number of students who transferred under the choice provision under the *No Child Left Behind Act of 2001* for the 2003-2004 School Year:

- Number of schools in the state that received Title I funds: 791
- Number of students enrolled in all schools in the state that received Title I funds: 349,938
- Number of Title I schools in the state that had at least one student transfer to other schools under the school choice provision of NCLB: 31
- Number of students who transferred to other schools in the state because of the school choice provision of NCLB: 432

Staffing trends:

- Highly qualified teachers in Virginia for the 2003-2004 school year:
 - ✓ 94.5 percent of classes were taught by highly qualified teachers.
 - ✓ 92.2 percent of classes were taught by highly qualified teachers in high poverty schools.
 - ✓ 96.5 percent of classes were taught by highly qualified teachers in low poverty schools.
- Highest degrees held by teachers in Virginia (2003-04 school year):
 - ✓ 56.8 percent hold bachelor's degrees (compared to 56.3 in 2002-03 school year)
 - ✓ 41.9 percent hold master's degrees (compared to 42.3 in the 2002-03 school year)
 - ✓ 0.5 percent hold doctorate degrees (compared to 0.6 in the 2002-03 school year)
 - ✓ 0.8 percent unknown--These teachers should be those holding technical professional licenses without degrees.
- Provisional and Special Education Conditional Licenses (2003-2004 school year):
 - ✓ 8.0 percent of teachers were teaching on provisional licenses (compared to 9.2 the 2002-03 school year).
 - ✓ 2.1 percent of teachers were teaching on special education conditional licenses (compared to 2.5 percent in the 2002-03 school year).

Graduation rate for 2002-2003:

Type of diploma awarded to graduates: 1999-2000 through 2002-2003:

Dropout rate:

2002-2003: 2.17 percent

2001-2002: 2.02 percent

Finance:

Per pupil expenditures for operations for FY 1993-FY 2003: State (including sales tax funds), local,

and federal funds (*table here*)

General Fund legislative appropriations: Total state, total K-12, total direct aid to public education (*table here*)

School safety data:

A total 344,184 incidents of discipline, crime, and violence were reported for the 2002-2003 school year. Over three-quarters of offenses reported (78.44%) were disorderly conduct offenses. Fighting not resulting in injury accounted for 7.24% of all offenses, followed by threat/intimidation (2.61%), tobacco products violations (1.87%), battery with no weapon (1.80%), and bullying (1.49%). Accounting for less than one percent of offenses reported were drug offenses (0.98%), vandalism (0.93%), sexual offenses (0.90%) and other weapons (0.58%). Offenses accounting for less than one-half of one percent of offenses reported included fighting with injury [(0.40%), battery against staff (0.38%), alcohol-related offenses (0.30%), trespassing (0.19%), toy/look-alike gun (0.10%), breaking and entering (0.10%), and gang activity (.05%). The total of all remaining offenses accounted for less than 1/10 of one percent of offenses reported. No homicide, kidnapping, or rape was reported.

Appendix B: Analysis of the Standards of Learning Assessment Results by Ethnicity, Gender, Disability Status, and English Proficiency

Appendix C: Locations and Types of Schools Rated Accredited with Warning

Appendix D: The Standards of Quality: Amendments Adopted by the Board of Education in June 2003 that have not been Adopted by the 2004 General Assembly

Appendix E: The Standards of Quality: Overview of the Recent Legislative Changes in the Current Standards (*Rationale for changes to be added here.*)

Appendix F: Full text of the Proposed Changes to the Standards of Quality, Adopted by the Board of Education on _____, 2004

Appendix G: List of Data and Reports Used to Document the Condition and Needs of the Public Schools in Virginia and Compliance with the Standards of Quality