Board of Education Agenda Item

Item: F. **Date:** November 29, 2007

Topic: Final Review of the Board of Education's *2007 Annual Report on the Condition and Needs of Public Schools in Virginia*

Presenter: Dr. Margaret N. Roberts, Executive Assistant to the Board of Education

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Origin:

____ Topic presented for information only (no board action required)

_X__ Board review required by
- _X_ State or federal law or regulation
- ___ Board of Education regulation
- ___ Other:

__X Action requested at this meeting

___ Action requested at future meeting:

Previous Review/Action:

___ No previous board review/action

_X_ Previous review/action: First Review
date: October 18, 2007
action: Received report for first review

Background Information: Section 22.1-18 of the *Code of Virginia* sets forth the requirement that the Board of Education shall submit an annual report on the condition and needs of the public schools in Virginia. The Board of Education has submitted an annual report each year since 1971, when the requirement was initially adopted by the General Assembly.

The Code requires that the annual report contain the following information: a report on the condition and needs of the public schools as determined by the Board of Education; a listing of the school divisions and the specific schools that report noncompliance with any part of the

Standards of Quality (SOQ); the full text of the current SOQ; a justification for amendments; the effective date of the current SOQ; and a listing of any amendments, if any, to the SOQ being prescribed by the Board of Education. This section of the Code reads as follows:

> **§ 22.1-18. Report on education and standards of quality for school divisions; when submitted and effective.**
> 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.

Summary of Major Elements: A draft of the *2007 Annual Report on the Condition and Needs of Public Schools in Virginia* is attached. At the October 2007 meeting, the Board received a preliminary draft for review and comments. Changes requested by Board members were incorporated into the attached final draft. At the November 29 meeting, the Board of Education is asked to review the attached draft and make final changes, additions, or deletions.

The *2007 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).

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education adopt the *2007 Annual Report on the Condition and Needs of Public Schools in Virginia* and authorize staff to make any additional technical or editorial changes to the text as may be necessary prior to its distribution and distribute the report to the Governor and the members of the General Assembly as required by the *Code of Virginia*.

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 online rather than in hard copy.

Timetable for Further Review/Action: 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*. It will also be made available to the public on the Board of Education's Web site.

DRAFT

2007
ANNUAL REPORT ON THE CONDITION AND NEEDS OF PUBLIC SCHOOLS IN VIRGINIA

PRESENTED TO
THE GOVERNOR AND
THE GENERAL ASSEMBLY

(DATE)
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(date)

The Honorable Timothy Kaine, Governor
Members of the Virginia General Assembly
Commonwealth of Virginia
Richmond, Virginia 23219

Dear Governor Kaine and Members of the Virginia General Assembly:

On behalf of the Board of Education, I am pleased to transmit the *2007 Annual Report on the Condition and Needs of 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 and a report on the local divisions' compliance with the requirements of the Standards of Quality and the Standards of Accreditation.

The Board of Education's *2007 Report on the Condition and Needs of Public Schools in Virginia* highlights the success as well as the challenges faced by Virginia's public school system. Improving academic achievement for students is the core of the Board of Education's mission, and producing well-educated adults is a complex undertaking. Schools matter, and so do families and communities as a whole. With this in mind, the Board of Education, working with its many partners, has a responsibility to help localities provide the best possible public education system for all students – regardless of wealth, race, ethnicity, disability or place of birth. As a result, the Board of Education's goal is to ensure that all students achieve standards of excellence, no matter what community they reside in or what challenges they face.

The progress shown by our public schools is the result of ongoing collaboration, dedication, workable strategies and wise use of resources, both human and financial. It is the result of the hard work of teachers, administrators, support staff, students, parents, and supporters throughout the Commonwealth. The Board of Education is grateful for the cooperation and support the Governor and General Assembly have given to Virginia's school improvement efforts.

As we look to the future, the members of the Board of Education pledge to remain focused on providing the best educational opportunities and the brightest future for the young people enrolled in Virginia's public schools.

Sincerely,

Mark E. Emblidge
President, Board of Education

Statutory Requirement for the Annual Report

The *Code of Virginia*, § 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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2007 Annual Report on the Condition and Needs of Public Schools in Virginia

EXECUTIVE SUMMARY

With its comprehensive plan of action as its roadmap, the Board is focused on critical areas of concern: finding new and effective ways to help struggling schools, emphasizing the benefits of early learning programs, eliminating the achievement gap, having a high-quality teacher in every classroom, improving reading and literacy for every student at every grade, and keeping young people in safe, orderly schools until they graduate. For the Board of Education, the goal is clear: All children can achieve at high levels.

Student academic progress: Virginia's public schools and our students continue to show overall academic gains and receive national recognition for achievement and innovation. Highlights include:

- Seven out of ten of Virginia's public schools met or exceeded increased No Child Left Behind Act (NCLB) achievement objectives in reading and mathematics during the 2006-2007 school year. Overall achievement in both subjects increased compared with the previous year.
- Results from testing in 2006-2007 also showed that high school students increased their achievement on all Standards of Learning (SOL) tests in English reading, English writing, mathematics, history and science required for graduating with a Standard or Advanced Studies diploma.
- Ninety-one percent of Virginia public schools are fully accredited and meeting state standards for student achievement in English, mathematics, history/social science and science based on 2006-2007 assessment results.
- Results from the 2007 National Assessment of Educational Progress (NAEP) show that the reading and mathematics skills of Virginia students continue to improve and that the commonwealth's students remain among the nation's highest achievers in these subjects.
- The College Board this year, in its annual Advanced Placement Report to the Nation, celebrated Virginia's entry into the select handful of states in which 20 percent or more of high school seniors achieve a grade of 3 or better on at least one AP examination. In doing so, The College Board also recognized Virginia for narrowing the "equity gap" and progress for African-American and Hispanic students.
- 2006 marked the third consecutive year in which more of our students graduated with an Advanced Studies Diploma than a Standard Diploma.

Objectives of the Board of Education: The Board of Education's priorities for action are:

OBJECTIVE 1: The Board of Education will continue to enhance the quality standards for all public schools in Virginia.

OBJECTIVE 2: The Board of Education will provide leadership to help schools and school divisions eliminate the achievement gap between groups of students and increase the academic success of all students.
OBJECTIVE 3: The Board of Education will support accountability for all schools, focusing on assisting chronically low-performing schools and school divisions while recognizing all schools and school divisions as they move towards excellence.

OBJECTIVE 4: The Board of Education will work cooperatively with partners to help ensure that all young children are ready to enter kindergarten with the skills they need for success.

OBJECTIVE 5: The Board of Education will establish policies that support the attainment of literacy skills of all students, kindergarten through grade 12.

OBJECTIVE 6: The Board of Education will establish policies and standards that enhance the preparation, recruitment, and retention of educational personnel, including their meaningful, ongoing professional development.

OBJECTIVE 7: The Board of Education will provide leadership in implementing the provisions of state and federal laws and regulations.

OBJECTIVE 8: The Board of Education will provide leadership to help schools and school divisions ensure a safe and secure environment conducive to facilitating the teaching and learning process.

The Board's performance measures: The Board outlines its objectives for the coming years, all of which are directed to address the critical areas of need for the public schools in Virginia. The Board's performance measures are highlighted and include the following:

A Troublesome Achievement Gap: In Virginia, schools in which at least 50 students in a particular subgroup participate in statewide testing are held accountable for purposes of the *No Child Left Behind Act of 2001*. In one-quarter of these schools, pass rates for economically disadvantaged students are more than 10 percent lower than all students in the same schools; in more than half of these schools, pass rates for economically disadvantaged students are more than 5 percentage points lower than the pass rate for all students.

The data are similarly troublesome for schools that are held accountable for minority students. African American and Hispanic students have pass rates that are more than 10 percent lower than all students in 18 and 43 percent of schools, respectively. Furthermore, economically disadvantaged students and minority students are less likely than all students to graduate in four

years. In 2005-2006, 74 percent of all students who enrolled in 9th grade four years earlier graduated. Using the same calculation, only 53 percent of economically disadvantaged students, and 61 and 62 percent of African American and Hispanic students, respectively, graduated in four years.

Safe and Healthy Environments for Students and Teachers: Dealing effectively with the realities of schooling for some children who face difficult personal circumstances such as high poverty, high crime in their neighborhoods, high rates of unhealthy behaviors, poor nutrition, and other circumstances that obstruct their learning at school. The Board of Education must assist local divisions by providing solid, workable guidelines and policies to assist those who are responsible for the health and safety of students and staff while they are at school, on school grounds, on their way to or from school, and involved in school-sponsored activities.

In 2007, the Virginia Department of Education unveiled a new, online resource to help educators and administrators analyze safety data as they develop and review plans to protect children, improve discipline and enhance security. The new Safe Schools Information Resource (SSIR) also broadens public access to school-safety data and provides an easy-to-use tool for creating reports and comparing data for schools and divisions. The Board must continue to stress the importance of successful, community-wide partnerships in the development of procedures and policies that most effectively support healthy, safe, orderly and disciplined school environments.

The Need to Assist Chronically Low-Performing Schools

Aggressive interventions by the Virginia Department of Education and well-defined partnerships between the Board of Education and local schools boards have produced positive results in divisions previously identified as low-performing. Based on student achievement in 2006-2007, 42 schools (2 percent) are considered chronically low performing in the 2007-2008 school year, compared to 58 schools (3 percent) in the previous year. Chronically low-performing schools are defined as those schools that were accredited with warning for three consecutive years. In the fourth year, schools could move to the following status:

- Fully accredited
- Accreditation withheld (rating shall not be awarded after 200602007, based on tests administered in 2005-2006)
- Conditionally accredited
- Accreditation denied
- School closed

Schools that become fully accredited after being warned for three consecutive years are no longer considered chronically low-performing. Schools that are not fully accredited after three years of being accredited with warning are considered chronically low-performing, even if accreditation status is conditional or withheld.

Preparation, Recruitment, and Retention of Educational Personnel

Virginia is proud that 97 percent of all teachers are highly qualified. Moreover, in 2006-2007 the state retained 89 percent of the workforce from the previous year, and 82 percent had been retained for three or more years. Nonetheless, America faces a looming teacher shortage that

some have called a "demographic train wreck." Rising student enrollments and record teacher retirements will require the nation to hire 2.2 million new teachers over the next decade. Of course, these teachers must be talented, caring, and well prepared. Schools in some geographic areas already are unable to recruit enough talented teachers, particularly in fields such as math, science and special education.

Recruiting Minority Teachers

The gap between the diversity of students in the schools and the ethnic characteristics of the teaching force poses a key question: will teachers reflect the tremendous diversity of the students they will serve? Not without a concerted effort. In Virginia, 13 percent of teachers are black or African-American and 2 percent are Hispanic, compared with approximately 26 and 8 percent of students, respectively.

High-Quality Preschool Programs

The number of school divisions participating in the Virginia Preschool Initiative has grown from 75 in the 2001-2002 school year, to 106 in the 2007-2008 school year. As well, the number of children served has grown from 5,966 in the 2001-2002 school year to 13,116 children being served in 2007-2008. Despite this growth, the number of at-risk four-year olds in Virginia continues to grow. Without providing high quality preschool to all at-risk four-year olds, thousands of at-risk five-year old children will continue enter kindergarten without adequate preparation to be fully ready to learn.

Literacy Skills Are Critical to Success

In 2006-2007, 80 percent of Virginia's third grade students passed the Standards of Learning assessments, compared to 84 percent in the previous year. As well, 80 percent of eighth grade students passed the statewide reading test in 2006-2007. Given the critical importance of literacy skills for life success, it is critical that the Board continue to emphasize literacy, and that the Commonwealth come together to ensure that 20 percent of students are not headed for failure due to poor literacy skills.

Compliance with the Standards of Quality: Fifty-seven school divisions reported full compliance with the SOQ. Non-compliance was most frequently reported for Standard 2 (Instructional, administrative, and support personnel) and Standard 3 (Accreditation, other standards and evaluation). The full list of divisions reporting non-compliance with SOQ provisions is shown in Appendix D.

Compliance with the Standards of Accreditation: Ninety-one percent of the schools in Virginia meet the full accreditation standards. Those failing to meet all provisions of the SOA are shown in Appendix E.

Prescribed changes to the SOQ: During the past several years, the Board of Education has prescribed changes to the Standards of Quality, all of which are important policy changes for the improvement of Virginia's public school system. Many of the recommended changes have been enacted and funded by the General Assembly. Several additional recommendations remain unfunded at this point, and the Board of Education has reaffirmed its position by asking the 2008 General Assembly to again take these provisions under consideration.

2007 Annual Report on the Condition and Needs of Public Schools in Virginia

The Board of Education's Vision

The vision of the Board of Education and Superintendent of Public Instruction, in cooperation with their partners, is to create an excellent statewide system of public education that derives strength from our diversity and that ensures equality of opportunity for each student in a safe and healthy learning environment that prepares all students to be capable, responsible, and self-reliant citizens in the global society.

The Board of Education's Mission

The mission of the Board of Education and Superintendent of Public Instruction, in cooperation with their partners, is to set education policy and provide leadership that improves the achievement of all students by advocating for effective programs that address individual and diverse learning needs of students, establishes high standards and has high expectations for learning, measures student performance, provides accountability to the public, and promotes a culture of lifelong learning.

Summary of the Academic Progress of Virginia's Students

The *Code of Virginia* requires that the Board of Education report on the academic performance of Virginia's students. Detailed information on statewide testing program results and other data on schools and students is contained in Appendices A and B. Highlights of the academic progress of Virginia's schools and the performance of our students are as follows:

Virginia's public schools and our students continue to show overall academic gains and receive national recognition for achievement and innovation. Highlights include:

- Seven out of ten of the commonwealth's public schools met or exceeded increased No Child Left Behind Act (NCLB) achievement objectives in reading and mathematics during the 2006-2007 school year. Overall achievement in both subjects increased compared with the previous year.
- Results from testing in 2006-2007 also showed that high school students increased their achievement on all Standards of Learning (SOL) tests in English reading, English writing, mathematics, history and science required for graduating with a Standard or Advanced Studies diploma.
- Ninety-one percent of Virginia public schools are fully accredited and meeting state standards for student achievement in English, mathematics, history/social science and science based on 2006-2007 assessment results.
- Results from the 2007 National Assessment of Educational Progress (NAEP) show that the reading and mathematics skills of Virginia students continue to improve and that the commonwealth's students remain among the nation's highest achievers in these subjects.

- The U.S. Department of Education (USED) recognized Virginia in 2007 as one of a handful of states whose implementation of the Individuals with Disabilities Education Act (IDEA) meets the requirements of the law.

- The Department of Education in 2007 unveiled a new, online resource to help educators and administrators analyze safety data as they develop and review plans to protect children, improve discipline and enhance security. The new Safe Schools Information Resource (SSIR) also broadens public access to school-safety data and provides an easy-to-use tool for creating reports and comparing data for schools and divisions.

- *Education Week*, in its January "Quality Counts 2007" report, labeled Virginia students as the most likely to succeed in the nation. Education Week stated that the typical student in the Commonwealth – quoting now – "enjoys higher achievement and is more likely to finish high school and continue on to college than in other states."

- This same publication, in its "Technology Counts 2007" report, awarded Virginia an "A-minus" for its use of technology to support learning. Only one other state received a higher grade.

- The College Board this year, in its annual Advanced Placement Report to the Nation, celebrated Virginia's entry into the select handful of states in which 20 percent or more of high school seniors achieve a grade of 3 or better on at least one AP examination.

- The College Board also recognized Virginia for narrowing the "equity gap" for African-American students. The equity gap is the difference between enrollment and representation in AP courses. Hispanic participation in AP courses and testing also has increased dramatically.

- 2006 marked the third consecutive year in which more of our students graduated with an Advanced Studies Diploma than a Standard Diploma.

- The average ACT score among Virginia high school graduates increased significantly last year as the number of test-takers in the state continued to rise.

- The influential Thomas B. Fordham Institute last year awarded Virginia an "A" for its coverage of world history in the History and Social Science Standards of Learning (SOL) and praised the standards as "a model of clarity." The Fordham institute previously awarded our U.S. History standards a "B" based on a review that did not include the supporting curriculum framework.

The Board of Education's Plan of Action

The Board of Education has set forth a comprehensive plan of action for the coming years. More details for the plan of action may be found in the Board of Education's *Comprehensive Plan: 2007-2012*, which may be viewed on the Board of Education's Web site at the following address: http://www.doe.virginia.gov/VDOE/VA_Board/comprehensiveplan.pdf. The plan outlines eight objectives, along with strategies and activities that will provide the framework for the Board of Education's focus for the near future. The objectives of the Board are:

> OBJECTIVE 1: The Board of Education will continue to enhance the quality standards for all public schools in Virginia.
>
> OBJECTIVE 2: The Board of Education will provide leadership to help schools and school divisions eliminate the achievement gap between groups of students and increase the academic success of all students.
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> OBJECTIVE 3: The Board of Education will support accountability for all schools, focusing on assisting chronically low-performing schools and school divisions while recognizing all schools and school divisions as they move towards excellence.
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> OBJECTIVE 6: The Board of Education will establish policies and standards that enhance the preparation, recruitment, and retention of educational personnel, including their meaningful, ongoing professional development.
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> OBJECTIVE 7: The Board of Education will provide leadership in implementing the provisions of state and federal laws and regulations.
>
> OBJECTIVE 8: The Board of Education will provide leadership to help schools and school divisions ensure a safe and secure environment conducive to facilitating the teaching and learning process.

Specific strategies to be used by the Board of Education to meet the above objectives may be found in the Board of Education's Comprehensive Plan for 2007-2012. This document may be viewed at: http://www.doe.virginia.gov/VDOE/VA_Board/comprehensiveplan.pdf

The Board's Performance Measures: Addressing the Needs of Virginia's Public Schools

The Board of Education's *Comprehensive Plan for 2007-2012* contains eight objectives for action to address the needs of the public schools in Virginia. Along with each objective is an outline of specific strategies to be implemented to accomplish the objective. Also included is a description of various measures that will be used to help the Board determine its progress toward meeting the objectives. The objectives were set by the Board to address the complex challenges that impact our schools and our young people. The following information provides an overview of where we stand in meeting those objectives.

Objective 1: The Board of Education will continue to enhance the quality standards for all public schools in Virginia.

The Board of Education regularly reviews and revises the Standards of Quality (SOQ), Standards of Accreditation (SOA), and Standards of Learning (SOL). Throughout this process, the Board collects data and information that supports its ability to thoughtfully and deliberately make revisions that are designed to enhance the quality of the standards to which Virginia's students are held. As outlined above, the Board has continued to advocate for adoption and funding for the prescribed revisions to the SOQ.

In addition, the SOA is currently under revision to address the need to clearly define the requirements for the technical diplomas and to outline the graduation rate requirements to be placed on local schools.

During 2007, the Board adopted revised Standards of Learning for a new, optional high school mathematics course and for English Language Proficiency. The Board initiated a review of SOLs for History and Social Science, Driver Education, Health Education, and Physical Education. In addition, the Board approved the *Curriculum Framework for Algebra, Functions, and Data Analysis Standards of Learning* and established a schedule for adopting mathematics, English, Science, and Foreign Language textbooks and instructional materials.

Also on the academic standards front, in January 2007 the Board of Education authorized the Virginia Department of Education to conduct studies to determine factors contributing to students' success in postsecondary education. As part of that work, the Department of Education requested ACT and The College Board to independently evaluate the alignment between their respective standards for college success and Virginia's Standards of Learning in mathematics and English language arts in grades 6-12. In September, the Board accepted reports prepared by ACT and The College Board. Both reports concluded that Virginia's mathematics and English standards showed strong alignment with their respective postsecondary readiness standards. In both studies, there was stronger alignment with Virginia's mathematics standards than there was in English. Both organizations provided recommendations that will be provided to the Board of Education standards review committees for consideration when the respective standards are reviewed and revised.

Objective 2: The Board of Education will provide leadership to help schools and school divisions eliminate the achievement gap between groups of students and increase the academic success of all students.
One of the Board's primary objectives for action is to eliminate the achievement gap. The need for all students to have ever-increasing levels of skills and knowledge—including career and technical skills—presents the particular challenge to address the needs of students for whom achievement gaps persist: children of poverty, students who possess limited English proficiency, students who represent racial and ethnic minorities, and students at-risk of academic failure.

In Virginia, schools in which at least 50 students in a particular subgroup participate in statewide testing are held accountable for purposes of the *No Child Left Behind Act of 2001*. In one-quarter of these schools, pass rates for economically disadvantaged students are more than 10 percent lower than all students in the same schools; in more than half of these schools, pass rates for economically disadvantaged students are more than 5 percentage points lower than the pass rate for all students.

The data are similarly troublesome for schools that are held accountable for minority students. African American and Hispanic students have pass rates that are more than 10 percent lower than all students in 18 and 43 percent of schools, respectively. Furthermore, economically disadvantaged students and minority students are less likely than all students to graduate in four years. In 2005-2006, 74 percent of the total number of students enrolled in 9th grade four years earlier graduated. Using the same calculation, only 53 percent of economically disadvantaged students, and 61 and 62 percent of African American and Hispanic students, respectively, graduated in four years.

The Board must lead the Commonwealth to ensure that all school personnel and all of Virginia's communities recognize, believe, and commit themselves to ensuring that all students, regardless of personal circumstances, learn and grow to become capable, responsible, and self-reliant citizens.

Objective 3: The Board of Education will support accountability for all schools, focusing on assisting chronically low-performing schools and school divisions while recognizing all schools and school divisions as they move towards excellence.
The Standards of Learning program has produced such significant and widespread increases in student achievement that the Virginia Board of Education is able to focus more of its attention and resources on school divisions that have not shared in this success. Aggressive interventions by the Virginia Department of Education and well-defined partnerships between the Board of Education and local schools boards have produced positive results in districts previously identified as low performing.

<u>The Need to Assist Chronically Low-Performing Schools</u>
Another of the Board's key objectives is to increase the percentage of fully accredited schools and to provide meaningful, ongoing technical assistance to school divisions that are struggling to meet state's academic standards and the federal No Child Left Behind requirements.

What is a chronically low-performing school? In Virginia, chronically low-performing schools are defined as those schools that were accredited with warning for three consecutive years. Based on student achievement in 2006-2007, 42 schools (2 percent) are considered chronically low performing in the 2007-2008 school year, compared to 58 schools (3 percent) in the previous year. In the fourth year, schools could move to the following status:

- Fully accredited
- Accreditation withheld (rating shall not be awarded after 2006-2007, based on tests administered in 2005-2006)
- Conditionally accredited
- Accreditation denied
- School closed

Schools that become fully accredited after being warned for three consecutive years are no longer considered chronically low-performing. Schools that are not fully accredited after three years of being accredited with warning are considered chronically low-performing, even if accreditation status is conditional or withheld.

Petersburg City Public Schools

In the most aggressive intervention to date, the Petersburg School Board agreed in November 2006 to a memorandum of understanding (MOU) with the Board of Education and a corrective action plan including the following goals for 2006-2007:

1. Decrease the failure rate in elementary mathematics and reading by 10%;
2. Maintain progress in elementary science and history/social science;
3. Decrease the failure rate in middle school mathematics and reading by 20%;
4. Decrease the failure rate in middle school science by 10%;
5. Decrease the failure rate in middle school history/social science by 20%;
6. Maintain progress in high school English; and
7. Decrease the failure rate in high school mathematics, science, and history by 20%, respectively.

The Board's Committee on School and Division Accountability has met with Petersburg's superintendent and board chair several times this past year in order to monitor progress toward the goals of the MOU. To date, the Petersburg officials report that they have fully met one of the goals: Maintain progress in high school English. While the Board of Education notes the progress being made is in the right direction, much more needs to be accomplished. The Board has endorsed 13 recommendations to be implemented immediately in the Petersburg schools:

- Use the Algebra Readiness Diagnostic Test
- Provide benchmark testing at all grade levels and all subjects, review results, adjust instruction, and provide remediation when needed.
- Implement the Voyager program as designed in elementary schools.
- Implement TeachFirst© as designed in all elementary schools.
- Design and implement a program of support for long-term substitute teachers and provisional teachers throughout the division, prioritize at the middle and high school in the four core content areas.

- Use Project Graduation to support students in achieving verified credits needed for graduation.
- Use the results of PALS to provide tutoring as required for the use of the Early Reading Initiative funding.
- Implement early childhood programs using the Pre-K PALS data.
- Develop effective remediation programs, retesting students often to ensure that mastery of skills is taking place.
- Utilize middle school mathematics corps teachers as mathematics coaches at both middle schools for weak teachers, provisional teachers, and long-term substitutes.
- Work with department staff to develop a reporting form for the Virginia Board of Education using certain indicators to evaluate the implementation of certain processes.

The Petersburg staff has also agreed to participate in regularly scheduled meetings, at least monthly, with the alternative governance committee at Vernon Johns Middle School.

The Board will continue to monitor the progress toward the goals set in the MOU with the Petersburg City Public Schools.

Additional School Improvement Activities

Sussex County Public Schools, Lee County Public Schools, and Richmond City Public Schools underwent a voluntary division-level academic review in 2004. Since that time, Sussex County Public Schools has made good progress. Lee County has met all of the objectives of its corrective action plan and was released by the Board from the division-level academic review process in 2006.

Richmond Public Schools was released from the division-level academic review process in February 2007 after 42 out of the city's 49 schools earned full accreditation. Technical assistance from VDOE is now focused on the seven Richmond schools still not meeting state and federal standards for achievement.

Objective 4: The Board of Education will work cooperatively with partners to help ensure that all young children are ready to enter kindergarten with the skills they need for success.

The Board will continue to work closely with partners, such as other state agencies and private providers, to determine the best ways to provide early childhood education programs that are of high quality and that will enhance school readiness. The number of school divisions participating in the Virginia Preschool Initiative has grown from 75 in the 2001-2002 school year, to 106 in the 2007-2008 school year. As well, the number of children served has grown from 5,966 in the 2001-2002 school year to 13,116 children being served in 2007-2008. Despite this growth, the number of at-risk four-year olds unserved by quality programs continues to grow. Without providing high quality preschool to all at-risk four-year olds, thousands of at-risk five-year old children will continue enter kindergarten without adequate preparation to be fully ready to learn.

Objective 5: The Board of Education will establish policies that support the attainment of literacy skills of all students, kindergarten through grade 12.

The Board will work to help increase the percentage of young students reading on grade level by grade three and to work to ensure that their reading and literacy skills remain up to par throughout their schooling. In 2006-2007, 80 percent of Virginia's third grade students passed the Standards of Learning assessments, compared to 84 percent in the previous year. As well, 80 percent of eighth grade students passed the statewide reading test in 2006-2007. Given the critical importance of literacy skills for life success, it is critical that the Board continues to emphasize literacy, and that the Commonwealth come together to ensure that 20 percent of students are not headed for failure due to poor literacy skills.

Objective 6: The Board of Education will establish policies and standards that enhance the preparation, recruitment, and retention of educational personnel, including their meaningful, ongoing professional development.

The Board will assist local divisions to recruit and retain a strong, well qualified teaching force. Virginia is proud that 97 percent of all teachers are highly qualified. As well, in 2006-2007, the state retained 89 percent of the workforce from the previous year, and 82 percent had been retained for three or more years. Nonetheless, America faces a looming teacher shortage that some have called a "demographic train wreck." Rising student enrollments and record teacher retirements will require the nation to hire 2.2 million new teachers over the next decade. Of course, these teachers must be talented, caring, and well prepared. Schools in some geographic areas already are unable to recruit enough talented teachers, particularly in fields such as math, science and special education.

<u>Recruiting Minority Teachers</u>

The Board will assist school divisions to recruit well qualified minority teachers. Both the National Commission for Excellence in Teacher Education and the Carnegie Task Force on Teaching as a Profession warned that the decline in the number of minority teachers has serious consequences for both minority and majority children. The race and background of teachers "influence children's attitudes toward school, their views of their own and others intrinsic worth," the Carnegie report stated.

The gap between the diversity of students in the schools and the ethnic characteristics of the teaching force poses a key question: will teachers reflect the tremendous diversity of the students they will serve? Not without a concerted effort. In Virginia, 13 percent of teachers are African-American and 2 percent are Hispanic, compared with approximately 26 and 8 percent of students, respectively.

Objective 7: The Board of Education will provide leadership in implementing the provisions of state and federal laws and regulations.

One of the Board's priorities is to fulfill its obligations to meet the requirements of state and federal laws and regulations, and to assist local divisions, where necessary, to do the same. The Board, through the work of its School and Division Level Accountability Committee, has kept its fingers on the pulse of the reauthorization status of the *No Child Left Behind Act of 2001*. This has been a time-consuming task, but one that is critically important. While the Congress' reauthorization moves have apparently now stalled for 2007, the Board continues to monitor the regulations closely and to advocate for the modifications and waivers that it has requested of the

US Department of Education. A summary of the Board's position in this matter may be viewed in the minutes of the accountability committee:
http://www.vdoe.vi.virginia.gov/boe/committees/standing_committees/accountability/2007/minutes0227.pdf

In 2007, the Board initiated a revision to the *Regulations Governing Special Education Programs for Students with Disabilities in Virginia*. The revisions are in response to the recent federal reauthorization of the law and regulations governing programs for students with disabilities.

Objective 8: The Board of Education will provide leadership to help schools and school divisions ensure a safe and secure environment conducive to facilitating the teaching and learning process.

A high priority for the Board is to assist school divisions in dealing effectively with the realities of schooling for some children who face difficult personal circumstances such as high poverty, high crime in their neighborhoods, high rates of unhealthy behaviors, poor nutrition, and other circumstances that obstruct their learning at school. The Board of Education must assist local divisions by providing solid, workable guidelines and policies to assist those who are responsible for the health and safety of students and staff while they are at school, on school grounds, on their way to or from school, and involved in school-sponsored activities.

In 2007, the Virginia Department of Education unveiled a new, online resource to help educators and administrators analyze safety data as they develop and review plans to protect children, improve discipline and enhance security. The new Safe Schools Information Resource (SSIR) also broadens public access to school-safety data and provides an easy-to-use tool for creating reports and comparing data for schools and divisions. The Board must continue to stress the importance of successful, community-wide partnerships in the development of procedures and policies that most effectively support healthy, safe, orderly and disciplined school environments.

Compliance with the Requirements of the Standards of Quality

Section 22.1-18 of the *Code of Virginia* requires the Board of Education to "identify any school divisions and the specific schools therein which have failed to establish and maintain schools meeting the existing prescribed standards of quality."

Fifty-seven divisions reported full compliance with the provisions of the SOQ. Appendix D contains a list of school divisions that have reported non-compliance with any of the provisions of the SOQ, and Appendix E lists the individual schools within the divisions that have failed to meet Standard 3 of the SOQ, which requires all schools to be accredited.

Each year, staff members of the Department of Education collect self-assessment data from school divisions on their compliance with the provisions of § 22.1-253.13:1 through 22.1-253.13:8 of the *Code of Virginia* (Standards of Quality). The chairman of the school board and division superintendent certify compliance with the standards and the individual indicators within each standard to the Department of Education via a newly developed electronic data collection system.

Where divisions indicate less than full compliance with the standards, corrective action plans for the noncompliance items are required. See Appendix E for a listing of the information and data used by the Department of Education staff to monitor and verify compliance.

Of the divisions that were not in full compliance, all have filed a corrective action plan. The data are for the 2006-2007 school year and for the Standards of Quality that were in effect as of July 1, 2006.

Compliance with the Requirements of the Standards of Accreditation

Ninety-one percent of Virginia public schools are fully accredited and meeting state standards for student achievement in English, mathematics, history/social science and science based on 2006-2007 assessment results. Students in 1,686 of the commonwealth's 1,843 schools met or exceeded state achievement objectives on Standards of Learning (SOL) tests and other statewide assessments in the four core academic areas last year. The percentage of schools meeting or exceeding state accreditation standards was unchanged from the previous year. Ninety-six percent of Virginia's elementary schools and 97 percent of the commonwealth's high schools are now fully accredited.

Sixty-nine percent, or 218, of Virginia's 314 middle schools are fully accredited. This includes 19 middle schools that are now fully accredited that last year were warned only in mathematics. Mathematics achievement increased in 275 middle schools during 2006-2007.

Divisions in which All Schools are Rated Fully Accredited

Sixty-nine of Virginia's 132 school divisions have no schools on the state's academic warning list, compared with 63 last year. See Appendix E for a list of the 69 divisions.

Accreditation Denied

Four schools in Petersburg City Public Schools have been denied accreditation for a second consecutive year because of continued low student achievement. These schools and areas of deficiency are as follows:

- A.P. Hill Elementary (English, mathematics and science)
- J.E.B. Stuart Elementary (English, mathematics, history/social science and science)
- Peabody Middle (English, mathematics, history/social science and science)
- Petersburg High (Mathematics and science)

A fifth Petersburg school, Vernon Johns Middle, was denied accreditation for the first time because of low achievement in English, mathematics and history/social science.

Accredited with Warning

The number of schools accredited with warning decreased to 102, compared with 138 last year. Forty-six schools that were on academic warning last year achieved full accreditation, including 19 elementary schools, 24 middle schools, one high school and two combined schools. Forty-five schools slipped from full accreditation to accredited with warning. See Appendix E for the list of schools rated accredited with warning.

Conditional Accreditation

The Board of Education granted conditional accreditation to 28 schools that are in the process of implementing reconstitution plans after not meeting accreditation standards for four consecutive years. Schools that are granted conditional accreditation have three years to raise student achievement to state standards and must apply annually for this rating. Twenty newly opened schools are automatically rated as conditionally accredited. See Appendix E for a list of schools rated conditionally accredited.

How Ratings are Determined

The accreditation ratings are based on the achievement of students on SOL assessments and approved substitute tests in English, mathematics, history/social science and science administered during the summer and fall of 2006 and the spring of 2007, or on overall achievement during the three most recent academic years. The results of tests administered in each subject area are combined to produce overall passing percentages in English, mathematics, history and science.

In middle schools and high schools, an adjusted pass rate of at least 70 percent in all four subject areas is required for full accreditation. In elementary schools, a combined accreditation pass rate of at least 75 percent on English tests in grades 3-5 is required for full accreditation. Elementary schools also must achieve accreditation pass rates of at least 70 percent in mathematics, grade-5 science and grade-5 history, and pass rates of at least 50 percent in grade-3 science and grade-3 history.

Accreditation ratings may reflect adjustments made for schools that successfully remediate students who previously failed reading or mathematics tests. Adjustments also may be made for students with limited English proficiency and for students who have recently transferred into a Virginia public school.

Prescribed Changes to the Standards of Quality

The Board of Education's Committee on the Standards of Quality, under the chairmanship of Dr. Gary L. Jones, has led in the Board's efforts to upgrade the SOQ. In 2003, the Board of Education prescribed new provisions to the Standards of Quality, which were presented to the

General Assembly for consideration, adoption, and funding. The 2004, 2005, 2006, and 2007 sessions of the General Assembly adopted and funded many of the Board's revisions. However, several policy changes that were prescribed by the Board in June 2003 have not yet been enacted or funded by the General Assembly. They are as follows:

- Providing for one full-time principal in every elementary school - The current elementary principal standard in the SOQ funds one-half position up to 299 students in a school and one full-time position at 300 or more students in a school. The proposed change would provide elementary schools with the same staffing levels for principals as middle schools and high schools.
- Providing for one full-time assistant principal per 400 students in all schools (K-12) - The current elementary assistant principal standard in the SOQ funds one-half position between 600 and 899 students in a school and one full-time position at 900 or more students in a school. The current middle and secondary assistant principal standard in the SOQ funds one full-time position per 600 students in a school.
- Reducing the caseload for speech-language pathologists - The current caseload standard in the SOQ model would change from 68 students to 60 students per speech-language pathologist.
- Providing for one reading specialist per 1,000 students (in K-12) - The cost for this initiative is determined by generating positions at one per 1,000 students divisionwide for grades kindergarten to twelve. Salary and benefits are applied to these positions based on the related assignment of those positions to elementary and secondary students.

The Board recommended additional policy changes in 2006 that have not yet been enacted or funded by the General Assembly. They are as follows:

- Require one full-time instructional position for each 1,000 students in grades kindergarten through eight to serve as the mathematics teacher specialist.

- Require one full-time position per 1,000 students licensed by the Board of Education to serve as the data manager/test coordinator.

- Require local school boards to maintain pupil-teacher ratios for students who are blind or vision-impaired at not less than the following levels: Level I, resource teacher, 24 to one; Level II, self-contained with an aide, 10 to one; self-contained without an aide, eight to one, or Level II, self-contained student weight of 2.5.

As in previous years, the Board has reaffirmed its request that the Governor and the 2008 General Assembly renew their consideration of certain provisions that have been recommended by the board in recent years and that are yet to be funded. Such provisions have a total estimated state cost of $184.4 million for FY 2009 and $186.3 million in FY 2010.

Closing Statement by the Virginia Board of Education

The condition and needs of Virginia's public schools described in this report should be viewed as guideposts for action. The report points toward critical areas of need that will undermine Virginia's future success if not addressed quickly and effectively. The point that cannot be missed is this: Public education benefits everyone. It is the key to ensuring quality of life for Virginia's citizens both now and in the future. The members of the Board of Education pledge to remain focused on providing the best educational opportunities and the brightest future for the young people enrolled in Virginia's public schools.

All Virginians should be proud of what our teachers and students are accomplishing together. So much has been achieved in a relatively short period of time, such as:

- For a fourth consecutive year, the percentage of Virginia students graduating with an Advanced Studies Diploma increased and the number of advanced diplomas awarded was greater than the number of Standard Diplomas.

- Ninety-one percent of Virginia public schools are fully accredited and meeting state standards for student achievement in English, mathematics, history/social science and science based on 2006-2007 assessment results.

- Sixty-nine of Virginia's 132 school divisions have no schools on the state's academic warning list, compared with 63 last year.

- The number of AP exams taken by Virginia public school students who qualified for college credit rose by 12.3 percent, compared with 9.3 percent for public school students nationwide.

- The number of African-American public school students in Virginia taking at least one AP examination rose 11.4 percent in 2007. More Hispanic students also are taking AP courses and qualifying for college credit.

The encouraging results we have seen so far, however, should not mask the realities of schooling for some children who may face difficult personal circumstances such as high poverty, high crime in their neighborhoods, and other circumstances that obstruct their learning at school. Moreover, the condition and needs of schools surely reflect the condition and needs found in their communities. While the achievement gaps that exist among groups of students are narrowing, the gaps persist and provide a huge challenge to our public schools.

The Board of Education is bold in its expectations and the actions taken as a result. It also acknowledges the challenges our students will face as they grow into productive adult citizens of the global economy—the rapid growth in technology, the changing demographics of our communities, and greater demands for skills for all citizens. The challenges are huge, but so are the opportunities for a better life through a better education for all of our citizens now and in the future.

Appendices

Appendix A:
Statewide Standards of Learning Test Results: 2004-2005 through 2006-2007

Appendix B:
Measures of Student Progress

Appendix C:
Standards of Quality, as Amended by the 2007 General Assembly

Appendix D:
List of Public Schools Rated Accreditation Denied, Accredited with Warning, or Conditionally Accredited for 2007

Appendix E:
Divisions Reporting Non-Compliance with Certain Provisions of the Standards of Quality for 2006-2007

Appendix A:
Statewide Standards of Learning Test Results for 2004-2005 through 2006-2007

Reported by NCLB Subgroups

Overview of Statewide Results in English and Mathematics: 2004-2005 through 2006-2007

	2004-2005	2005-2006	2006-2007
Student Subgroup	**Passed**	**Passed**	**Passed**
English Performance			
All Students	81	84	85
African American Students	70	73	76
Hispanic Students	73	76	72
White Students	87	89	90
Students with Disabilities	56	64	62
Students Identified as Disadvantaged	69	73	73
Limited English Proficient Students	70	72	67
Mathematics Performance			
All Students	84	76	80
Students	73	62	68
Hispanic Students	77	66	70
White Students	89	81	85
Students with Disabilities	61	53	58
Students Identified as Disadvantaged	74	62	67
Limited English Proficient Students	77	65	70

	2004-2005			2005-2006			2006-2007		
Student Subgroup	**Adv**	**Prof**	**Pass**	**Adv**	**Prof**	**Pass**	**Adv**	**Prof**	**Pass**
English: Reading: Grade 3									
All Students	19	58	77	39	45	84	37	44	80
Female Students	21	59	80	40	45	85	39	44	83
Male Students	16	57	73	37	45	82	35	44	78
Black Students	10	56	67	24	49	73	22	49	71
Hispanic Students	9	59	68	22	57	79	21	44	65
White Students	23	59	82	47	41	88	45	42	87
Asian Students	26	58	84	44	46	90	43	42	85
American Indian Students	18	58	76	40	47	86	39	42	81
Other Students	20	60	80	41	43	84	37	45	82
Students with Disabilities	9	44	54	25	45	71	24	39	62
Students Identified as Disadvantaged	9	56	65	23	51	74	22	47	69
Limited English Proficient Students	8	59	68	17	60	77	18	43	62
Students Identified as Migrant	9	55	65	12	59	71	22	49	71
Mathematics: Grade 3									
All Students	52	36	88	52	38	90	48	41	89
Female Students	52	36	88	51	39	90	48	41	89
Male Students	53	35	88	52	37	89	49	40	89
Black Students	33	46	79	32	50	82	31	50	81
Hispanic Students	37	45	82	38	47	85	34	49	84
White Students	61	31	92	61	33	93	57	36	93
Asian Students	66	28	94	68	27	95	65	30	95
American Indian Students	50	38	88	54	38	92	49	39	88
Other Students	57	34	90	57	34	91	48	41	89
Students with Disabilities	31	42	73	32	43	75	31	43	74
Students Identified as Disadvantaged	35	45	80	35	48	83	32	49	81
Limited English Proficient Students	37	45	82	38	47	85	34	50	83
Students Identified as Migrant	39	41	80	31	53	83	34	55	89

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
Science: Grade 3									
All Students	42	47	89	40	50	90	39	49	88
Female Students	40	49	89	38	52	90	37	51	88
Male Students	44	45	89	42	48	90	41	48	89
Black Students	23	56	80	21	60	81	19	59	79
Hispanic Students	26	54	81	23	61	84	25	56	81
White Students	51	42	93	50	45	95	49	44	93
Asian Students	48	45	93	44	50	94	47	46	93
American Indian Students	42	48	90	41	50	91	34	56	91
Other Students	45	46	91	43	50	92	38	50	89
Students with Disabilities	28	48	76	27	50	77	26	48	74
Students Identified as Disadvantaged	25	55	80	23	59	82	23	57	80
Limited English Proficient Students	24	57	80	18	64	82	22	57	80
Students Identified as Migrant	19	58	77	20	67	87	19	61	80
History and Social Science: Grade 3									
All Students	52	38	89	57	34	91	64	29	92
Female Students	51	39	90	57	35	92	64	29	93
Male Students	53	36	89	57	33	91	64	28	92
Black Students	35	47	82	41	44	85	48	40	87
Hispanic Students	36	47	83	42	43	85	49	38	87
White Students	60	33	93	65	29	94	72	23	95
Asian Students	62	32	94	67	28	95	75	21	96
American Indian Students	55	33	89	56	37	93	59	35	94
Other Students	56	36	92	61	31	92	61	30	91
Students with Disabilities	32	44	76	35	42	78	41	38	79
Students Identified as Disadvantaged	34	48	81	39	45	84	47	39	86
Limited English Proficient Students	35	47	82	38	46	85	47	40	87
Students Identified as Migrant	28	54	82	39	50	89	48	44	92

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
English: Reading: Grade 4									
All Students	-	-	-	42	45	86	47	40	87
Female Students	-	-	-	43	45	88	49	40	89
Male Students	-	-	-	40	45	85	45	41	86
Black Students	-	-	-	27	51	78	32	48	80
Hispanic Students	-	-	-	24	56	80	31	46	77
White Students	-	-	-	50	41	90	55	37	91
Asian Students	-	-	-	48	44	92	56	36	92
American Indian Students	-	-	-	41	46	86	52	41	93
Other Students	-	-	-	45	43	88	50	39	88
Students with Disabilities	-	-	-	26	46	72	29	41	69
Students Identified as Disadvantaged	-	-	-	25	53	77	30	48	78
Limited English Proficient Students	-	-	-	20	59	79	26	47	74
Students Identified as Migrant	-	-	-	5	70	75	22	58	80

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
Mathematics: Grade 4									
All Students	-	-	-	34	44	77	37	44	81
Female Students	-	-	-	32	45	77	36	45	81
Male Students	-	-	-	35	43	78	39	42	81
Black Students	-	-	-	18	46	64	22	47	69
Hispanic Students	-	-	-	20	45	65	23	47	70
White Students	-	-	-	41	43	84	44	42	86
Asian Students	-	-	-	49	37	87	52	38	91
American Indian Students	-	-	-	33	44	78	40	45	85
Other Students	-	-	-	37	44	80	39	43	83
Students with Disabilities	-	-	-	20	38	59	23	39	62
Students Identified as Disadvantaged	-	-	-	18	45	64	22	47	69
Limited English Proficient Students	-	-	-	20	44	63	23	46	69
Students Identified as Migrant	-	-	-	6	51	57	23	49	72

English: Reading: Grade 5									
All Students	29	56	85	42	45	87	36	51	87
Female Students	33	55	88	44	45	89	38	51	89
Male Students	26	56	83	40	45	85	34	51	85
Black Students	15	60	75	24	53	77	21	59	80
Hispanic Students	15	66	81	26	55	81	21	54	74
White Students	37	53	90	50	41	91	43	48	91
Asian Students	35	57	92	51	42	93	45	45	90
American Indian Students	32	58	90	41	48	89	31	60	91
Other Students	33	55	88	46	43	89	39	50	89
Students with Disabilities	13	52	65	23	49	72	21	47	68
Students Identified as Disadvantaged	14	61	75	25	53	78	21	57	77
Limited English Proficient Students	11	68	80	22	58	81	18	52	70
Students Identified as Migrant	10	56	65	17	50	67	19	49	68

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
English: Writing: Grade 5									
All Students	37	54	91	32	57	89	26	63	89
Female Students	44	50	94	39	53	92	33	60	93
Male Students	30	58	88	25	60	85	20	66	86
Black Students	23	64	87	20	63	82	15	68	83
Hispanic Students	26	60	86	20	60	80	16	68	84
White Students	43	50	94	37	54	92	31	61	92
Asian Students	53	42	95	45	49	94	41	54	95
American Indian Students	39	56	95	31	54	85	20	67	87
Other Students	42	50	92	30	59	89	31	60	91
Students with Disabilities	13	56	69	9	52	61	8	55	63
Students Identified as Disadvantaged	20	64	84	17	63	80	14	68	81
Limited English Proficient Students	19	62	81	18	59	78	15	67	82
Students Identified as Migrant	12	64	75	21	50	71	10	65	75
Mathematics: Grade 5									
All Students	25	55	81	45	38	83	48	38	87
Female Students	25	57	82	46	39	84	49	39	88
Male Students	26	54	79	44	37	82	48	37	86
Black Students	12	57	69	30	44	74	35	45	80
Hispanic Students	15	57	72	33	41	74	34	44	78
White Students	31	55	86	52	36	87	55	35	90
Asian Students	42	49	90	61	30	91	64	30	93
American Indian Students	25	56	81	44	41	85	46	38	85
Other Students	29	53	82	46	39	85	48	39	87
Students with Disabilities	11	44	55	25	38	63	29	40	70
Students Identified as Disadvantaged	13	56	69	30	43	73	34	44	78
Limited English Proficient Students	16	54	70	32	40	72	34	44	78
Students Identified as Migrant	12	48	60	38	27	65	34	46	80

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
Science: Grade 5									
All Students	15	66	81	23	62	85	25	63	88
Female Students	14	67	80	20	63	83	22	65	87
Male Students	17	66	82	26	61	86	27	61	88
Black Students	6	61	67	10	62	72	11	67	78
Hispanic Students	7	63	70	11	64	75	14	65	79
White Students	20	68	88	29	61	91	31	61	93
Asian Students	19	69	88	31	60	91	33	60	93
American Indian Students	13	74	87	20	66	86	25	64	89
Other Students	16	67	83	22	64	87	25	64	89
Students with Disabilities	10	52	62	15	51	66	15	55	70
Students Identified as Disadvantaged	7	61	68	11	62	73	12	66	78
Limited English Proficient Students	6	61	67	10	62	72	12	64	76
Students Identified as Migrant	9	50	59	9	55	64	6	65	70
English: Reading: Grade 6									
All Students	-	-	-	38	45	83	37	47	84
Female Students	-	-	-	41	46	86	40	47	87
Male Students	-	-	-	35	45	80	34	48	82
Black Students	-	-	-	19	52	71	22	53	75
Hispanic Students	-	-	-	23	52	75	20	51	71
White Students	-	-	-	46	42	89	45	45	90
Asian Students	-	-	-	51	41	91	48	43	92
American Indian Students	-	-	-	35	49	84	41	47	87
Other Students	-	-	-	44	42	86	37	47	84
Students with Disabilities	-	-	-	20	41	60	20	40	60
Students Identified as Disadvantaged	-	-	-	19	51	71	21	52	72
Limited English Proficient Students	-	-	-	18	53	71	16	50	67
Students Identified as Migrant	-	-	-	13	41	54	16	46	62

	2004-2005			2005-2006			2006-2007			
Mathematics: Grade 6	**Adv**	**Prof**	**Pass**	**Adv**	**Prof**	**Pass**	**Adv**	**Prof**	**Pass**	
All Students	-	-	-	17	35	51	49	39	60	40
Female Students	-	-	-	16	35	52	48	40	61	39
Male Students	-	-	-	17	34	51	49	38	60	40
Black Students	-	-	-	7	27	34	66	34	44	56
Hispanic Students	-	-	-	9	30	39	61	35	48	52
White Students	-	-	-	21	39	60	40	42	69	31
Asian Students	-	-	-	34	39	73	27	39	80	20
American Indian Students	-	-	-	15	38	52	48	44	63	37
Other Students	-	-	-	23	34	57	43	36	60	40
Students with Disabilities	-	-	-	10	20	30	70	25	39	61
Students Identified as Disadvantaged	-	-	-	7	27	34	66	33	44	56
Limited English Proficient Students	-	-	-	11	29	39	61	32	46	54
Students Identified as Migrant	-	-	-	9	27	36	64	34	52	48
History and Social Science (Alternate Assessment): Grade 6										
All Students	-	-	-	-	-	-	-	18	91	9
Female Students	-	-	-	-	-	-	-	20	92	8
Male Students	-	-	-	-	-	-	-	17	90	10
Black Students	-	-	-	-	-	-	-	18	90	10
Hispanic Students	-	-	-	-	-	-	-	19	92	8
White Students	-	-	-	-	-	-	-	19	93	7
Asian Students	-	-	-	-	-	-	-	11	89	11
American Indian Students	-	-	-	-	-	-	-	<	<	<
Other Students	-	-	-	-	-	-	-	17	81	19
Students with Disabilities	-	-	-	-	-	-	-	18	91	9
Students Identified as Disadvantaged	-	-	-	-	-	-	-	17	91	9
Limited English Proficient Students	-	-	-	-	-	-	-	14	93	7

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
English: Reading: Grade 7									
All Students	-	-	-	38	44	81	40	43	82
Female Students	-	-	-	41	44	84	43	43	86
Male Students	-	-	-	35	44	78	37	42	80
Black Students	-	-	-	20	49	69	23	49	72
Hispanic Students	-	-	-	22	48	70	23	47	70
White Students	-	-	-	47	41	88	49	39	88
Asian Students	-	-	-	48	40	89	51	38	89
American Indian Students	-	-	-	39	45	84	43	46	89
Other Students	-	-	-	44	41	85	38	43	81
Students with Disabilities	-	-	-	18	37	55	19	35	54
Students Identified as Disadvantaged	-	-	-	19	48	67	21	48	69
Limited English Proficient Students	-	-	-	14	48	62	17	45	62
Students Identified as Migrant	-	-	-	9	53	62	18	44	62

Mathematics; Grade 7									
All Students	-	-	-	11	33	44	20	36	55
Female Students	-	-	-	11	33	44	20	37	57
Male Students	-	-	-	11	32	43	20	34	54
Black Students	-	-	-	4	22	26	10	30	40
Hispanic Students	-	-	-	6	25	31	10	31	41
White Students	-	-	-	15	38	53	25	39	64
Asian Students	-	-	-	21	43	64	34	39	74
American Indian Students	-	-	-	10	32	42	17	39	56
Other Students	-	-	-	16	35	51	20	31	51
Students with Disabilities	-	-	-	10	16	26	16	20	37
Students Identified as Disadvantaged	-	-	-	6	22	28	11	29	40
Limited English Proficient Students	-	-	-	6	24	30	12	28	40
Students Identified as Migrant	-	-	-	7	32	38	17	32	49

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
Science (Alternate Assessment): Grade 7									
All Students	-	-	-	-	-	-	<	<	<
Male Students	-	-	-	-	-	-	<	<	<
White Students	-	-	-	-	-	-	<	<	<
Students with Disabilities	-	-	-	-	-	-	<	<	<
Students Identified as Disadvantaged	-	-	-	-	-	-	<	<	<
History and Social Science (Alternate Assessment): Grade 7									
All Students	-	-	-	-	-	-	75	16	91
Female Students	-	-	-	-	-	-	75	15	90
Male Students	-	-	-	-	-	-	76	17	92
Black Students	-	-	-	-	-	-	74	18	92
Hispanic Students	-	-	-	-	-	-	76	15	90
White Students	-	-	-	-	-	-	77	14	91
Asian Students	-	-	-	-	-	-	77	19	97
Other Students	-	-	-	-	-	-	73	12	85
Students with Disabilities	-	-	-	-	-	-	75	16	91
Students Identified as Disadvantaged	-	-	-	-	-	-	77	15	92
Limited English Proficient Students	-	-	-	-	-	-	77	11	89
English: Reading: Grade 7									
All Students	53	76	24	27	51	78	30	49	79
Female Students	54	80	20	29	52	81	33	50	83
Male Students	52	73	27	25	50	75	28	48	76
Black Students	52	63	37	13	51	64	16	52	67
Hispanic Students	53	66	34	13	49	63	15	48	63
White Students	53	83	17	34	51	85	38	48	86
Asian Students	55	86	14	34	51	85	41	46	87
American Indian Students	49	73	27	28	53	81	27	59	86
Other Students	51	76	24	32	49	81	31	42	73
Students with Disabilities	35	42	58	14	36	50	16	33	49
Students Identified as Disadvantaged	51	61	39	13	51	64	15	50	65
Limited English Proficient Students	52	61	39	10	45	54	11	42	52
Students Identified as Migrant	39	39	61	5	36	41	8	47	55

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
English: Writing; Grade 8									
All Students	7	67	74	8	83	91	4	81	86
Female Students	9	72	81	11	84	94	6	85	90
Male Students	5	62	67	5	82	87	3	78	81
Black Students	2	57	59	3	82	85	1	76	77
Hispanic Students	3	58	61	3	82	85	2	74	75
White Students	9	72	80	10	83	93	5	85	90
Asian Students	13	74	87	14	82	96	8	84	92
American Indian Students	5	64	69	8	82	90	5	83	88
Other Students	8	67	75	10	82	92	5	79	85
Students with Disabilities	1	34	35	2	59	61	2	51	53
Students Identified as Disadvantaged	2	55	57	3	80	83	1	73	74
Limited English Proficient Students	1	48	49	3	78	81	1	67	68
Students Identified as Migrant	0	31	31	0	49	49	0	60	60
Mathematics: Grade 8									
All Students	22	59	81	36	40	76	40	36	77
Female Students	21	61	83	37	42	79	41	38	80
Male Students	23	56	79	36	38	74	40	35	74
Black Students	8	59	67	20	43	63	24	41	64
Hispanic Students	14	59	73	24	39	64	28	37	65
White Students	27	59	86	43	40	83	48	35	84
Asian Students	45	48	93	59	30	89	65	25	90
American Indian Students	18	61	79	33	42	76	39	39	78
Other Students	28	53	81	47	34	81	39	29	68
Students with Disabilities	9	41	50	16	29	45	19	28	47
Students Identified as Disadvantaged	9	58	67	20	42	62	24	40	64
Limited English Proficient Students	18	52	70	21	37	58	28	34	62
Students Identified as Migrant	16	49	65	9	48	57	26	49	75

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
Science: Grade 8									
All Students	28	59	87	30	57	87	32	56	89
Female Students	25	62	87	26	60	86	29	59	88
Male Students	31	57	87	33	54	88	35	54	89
Black Students	11	65	76	12	63	75	14	64	79
Hispanic Students	14	63	77	16	60	77	17	61	78
White Students	36	57	92	38	55	93	41	53	94
Asian Students	36	57	93	43	50	93	47	48	95
American Indian Students	30	58	87	29	61	90	33	60	93
Other Students	31	57	88	32	57	89	33	55	88
Students with Disabilities	11	53	65	14	50	64	15	49	64
Students Identified as Disadvantaged	11	64	75	13	62	75	14	63	78
Limited English Proficient Students	11	61	72	16	56	72	12	60	72
Students Identified as Migrant	7	56	62	12	52	64	5	44	49
History and Social Science: Grade 8									
All Students	29	53	82	32	49	81	27	53	80
Female Students	25	56	81	27	53	80	23	57	80
Male Students	32	50	82	35	46	81	31	49	80
Black Students	16	55	71	23	50	73	19	54	73
Hispanic Students	15	53	68	18	50	68	13	52	65
White Students	36	52	88	38	49	87	33	52	86
Asian Students	36	52	88	38	46	83	30	53	83
American Indian Students	18	57	75	29	51	80	37	56	93
Other Students	21	58	79	40	34	74	20	48	68
Students with Disabilities	23	41	64	44	25	69	29	31	60
Students Identified as Disadvantaged	16	55	71	24	49	73	18	53	70
Limited English Proficient Students	9	47	55	22	41	63	9	47	55
Students Identified as Migrant	25	35	60	25	50	75	<	<	<

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
English: Reading: High School									
All Students	28	60	88	42	48	90	44	50	94
Female Students	30	60	90	45	47	92	46	49	95
Male Students	25	61	87	39	50	89	41	52	93
Black Students	12	66	78	21	62	83	22	66	88
Hispanic Students	15	66	81	26	58	84	27	63	90
White Students	34	58	92	52	42	94	53	43	96
Asian Students	31	59	90	47	44	91	50	46	96
American Indian Students	30	60	90	40	48	88	41	50	92
Other Students	27	59	86	40	50	90	48	45	93
Students with Disabilities	11	55	66	18	51	69	19	55	74
Students Identified as Disadvantaged	13	64	78	22	60	82	22	65	87
Limited English Proficient Students	7	63	70	12	62	73	15	72	87
Students Identified as Migrant	3	57	59	5	62	67	21	65	86
English: Writing: High School									
All Students	31	57	88	26	62	88	28	65	92
Female Students	37	55	92	31	60	91	33	62	95
Male Students	26	59	85	22	64	85	22	68	90
Black Students	14	65	79	10	70	80	12	75	87
Hispanic Students	19	60	79	13	67	81	14	73	87
White Students	39	54	93	34	59	92	34	60	95
Asian Students	38	52	91	34	58	92	36	59	95
American Indian Students	29	60	89	21	67	88	28	64	92
Other Students	30	54	84	24	62	86	30	62	92
Students with Disabilities	8	53	62	5	55	60	5	61	67
Students Identified as Disadvantaged	13	65	78	11	68	79	12	74	86
Limited English Proficient Students	6	60	66	6	69	74	7	75	82
Students Identified as Migrant	0	60	60	11	57	68	11	69	80

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
Mathematics (Alternate Assessment): High School									
All Students	66	32	98	50	30	80	66	22	88
Female Students	65	32	98	53	31	83	66	22	88
Male Students	67	32	98	49	30	78	67	22	88
Black Students	66	32	98	45	33	79	67	23	91
Hispanic Students	70	25	95	68	30	98	74	15	89
White Students	67	31	98	53	28	80	68	20	88
Asian Students	76	24	100	56	32	88	62	24	86
American Indian Students	<	<	<	<	<	<	<	<	<
Other Students	46	50	96	25	31	56	54	27	81
Students with Disabilities	66	32	98	50	30	80	66	22	88
Students Identified as Disadvantaged	69	29	97	47	33	80	68	19	87
Limited English Proficient Students	33	53	87	65	26	91	62	31	93
Algebra I									
All Students	21	66	86	19	69	88	22	69	92
Female Students	21	67	88	20	70	89	23	70	93
Male Students	20	64	84	19	68	86	21	68	90
Black Students	9	69	78	8	73	81	10	76	87
Hispanic Students	13	68	81	11	72	83	14	73	88
White Students	24	65	90	23	68	90	26	68	94
Asian Students	41	54	94	40	55	95	46	52	97
American Indian Students	13	70	83	18	68	86	24	67	91
Other Students	25	61	85	24	65	89	26	62	88
Students with Disabilities	5	58	63	4	63	67	5	70	75
Students Identified as Disadvantaged	11	68	79	9	72	81	11	75	86
Limited English Proficient Students	19	64	83	16	68	84	20	69	88
Students Identified as Migrant	18	49	66	15	64	80	7	86	93

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
Geometry									
All Students	23	60	83	22	61	83	23	63	86
Female Students	21	61	82	20	61	81	21	64	85
Male Students	25	60	85	24	60	84	25	62	87
Black Students	8	59	67	7	60	68	7	65	72
Hispanic Students	14	61	75	13	62	75	15	65	80
White Students	28	61	89	27	62	88	28	63	91
Asian Students	41	50	91	40	51	91	44	49	93
American Indian Students	19	66	85	18	60	78	24	60	84
Other Students	26	56	82	31	55	87	26	60	86
Students with Disabilities	7	53	61	7	53	60	7	56	62
Students Identified as Disadvantaged	12	60	72	10	62	72	10	64	74
Limited English Proficient Students	20	55	75	17	56	73	19	60	79
Students Identified as Migrant	17	62	79	16	61	76	9	85	93
Algebra II									
All Students	33	55	88	22	62	85	22	66	88
Female Students	33	56	89	22	63	85	21	68	89
Male Students	34	54	87	23	61	84	23	64	87
Black Students	18	62	80	10	67	77	10	72	82
Hispanic Students	24	59	83	16	63	78	15	67	82
White Students	36	54	90	25	62	87	24	66	90
Asian Students	49	44	93	41	50	91	40	53	93
American Indian Students	28	50	78	21	60	81	19	68	87
Other Students	36	50	86	29	55	84	26	60	86
Students with Disabilities	13	58	71	9	58	67	9	65	73
Students Identified as Disadvantaged	22	61	83	13	66	79	12	70	82
Limited English Proficient Students	35	51	86	25	56	81	25	60	85
Students Identified as Migrant	27	73	100	25	55	80	16	65	81

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
Science (Alternate Assessment)									
All Students	53	43	96	50	24	75	57	29	86
Female Students	53	44	97	52	23	75	56	33	88
Male Students	54	41	95	49	25	75	59	26	85
Black Students	53	43	96	47	25	72	58	31	89
Hispanic Students	58	33	90	63	32	95	57	26	83
White Students	52	44	96	52	24	76	59	27	86
Asian Students	60	36	96	61	18	79	65	19	85
American Indian Students	<	<	<	<	<	<	<	<	<
Other Students	56	36	92	31	25	56	46	29	75
Students with Disabilities	53	43	96	50	24	75	57	29	86
Students Identified as Disadvantaged	54	41	95	48	26	74	61	24	85
Limited English Proficient Students	27	60	87	60	26	86	75	13	88
Biology									
All Students	12	71	83	13	70	83	15	73	87
Female Students	10	72	82	11	71	82	13	75	87
Male Students	14	70	83	14	69	83	17	71	87
Black Students	3	66	69	3	67	69	3	72	76
Hispanic Students	4	62	66	5	63	68	6	69	75
White Students	16	74	90	17	73	90	20	74	93
Asian Students	16	70	86	17	69	86	23	68	90
American Indian Students	10	71	81	11	71	82	17	73	91
Other Students	12	69	81	17	67	85	17	72	89
Students with Disabilities	3	53	57	3	55	58	4	60	64
Students Identified as Disadvantaged	4	65	68	4	65	69	4	71	75
Limited English Proficient Students	4	56	59	2	55	57	4	64	68
Students Identified as Migrant	0	62	62	0	59	59	0	67	67

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
Chemistry									
All Students	15	73	88	16	71	87	17	73	91
Female Students	12	75	88	13	73	86	14	76	90
Male Students	18	71	89	20	69	88	21	71	92
Black Students	5	73	78	5	73	78	6	77	83
Hispanic Students	7	68	75	7	64	71	9	71	80
White Students	17	74	92	19	72	91	20	74	94
Asian Students	21	68	89	24	64	89	28	65	93
American Indian Students	12	76	87	12	72	84	15	78	93
Other Students	21	68	89	20	61	82	21	67	88
Students with Disabilities	5	61	66	6	58	64	6	63	69
Students Identified as Disadvantaged	6	72	78	6	71	77	8	74	82
Limited English Proficient Students	8	63	71	8	61	69	10	67	77
Students Identified as Migrant	<	<	<	0	82	82	21	71	92
Earth Science									
All Students	15	65	80	18	63	82	19	65	84
Female Students	11	67	78	14	66	80	15	67	83
Male Students	19	64	83	23	61	84	24	63	86
Black Students	4	61	66	6	63	69	7	66	72
Hispanic Students	7	60	67	8	61	69	10	65	74
White Students	21	67	88	25	64	89	26	65	91
Asian Students	17	68	85	22	64	86	25	63	89
American Indian Students	11	68	79	16	66	81	19	68	86
Other Students	11	65	75	18	60	78	18	62	80
Students with Disabilities	5	52	57	6	53	59	6	54	61
Students Identified as Disadvantaged	6	62	68	7	62	69	8	64	72
Limited English Proficient Students	3	53	56	4	54	57	5	58	63
Students Identified as Migrant	5	49	54	4	53	56	9	52	62

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
History and Social Science (Alternate Assessment)									
All Students	68	28	96	63	13	76	66	19	86
Female Students	66	31	97	63	15	78	65	21	86
Male Students	69	26	95	64	11	75	67	19	86
Black Students	66	29	95	60	12	72	65	22	87
Hispanic Students	75	18	93	78	7	85	74	14	89
White Students	69	28	96	65	13	78	67	20	87
Asian Students	80	20	100	65	21	85	67	19	85
American Indian Students	<	<	<	<	<	<	<	<	<
Other Students	56	40	96	44	19	63	60	14	74
Students with Disabilities	68	28	96	63	13	76	66	19	86
Students Identified as Disadvantaged	65	30	95	63	11	74	70	16	86
Limited English Proficient Students	53	27	80	73	13	87	71	18	88
Virginia and United States History									
All Students	34	55	90	39	52	92	40	53	93
Female Students	28	60	88	33	57	90	34	58	92
Male Students	40	51	91	46	47	93	46	48	94
Black Students	17	64	81	20	65	84	21	66	87
Hispanic Students	20	62	82	25	59	85	25	64	89
White Students	42	52	93	48	47	95	49	47	96
Asian Students	39	54	92	46	49	94	46	50	96
American Indian Students	38	53	91	31	60	92	35	57	92
Other Students	32	54	86	40	49	90	40	52	92
Students with Disabilities	14	56	70	17	56	74	18	59	77
Students Identified as Disadvantaged	17	63	80	20	64	84	21	65	86
Limited English Proficient Students	15	64	79	14	65	80	16	68	84
Students Identified as Migrant	4	68	71	8	58	66	26	58	84

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
World History I									
All Students	29	56	85	28	56	85	31	58	89
Female Students	25	60	84	24	60	84	27	62	89
Male Students	33	53	85	32	53	85	36	54	90
Black Students	12	61	73	12	61	73	14	66	80
Hispanic Students	19	58	77	18	58	76	21	63	84
White Students	35	55	90	35	55	90	38	55	93
Asian Students	42	50	92	42	50	92	50	45	96
American Indian Students	27	56	83	27	57	83	35	57	92
Other Students	32	53	85	34	50	85	37	50	87
Students with Disabilities	11	53	64	12	53	64	12	57	69
Students Identified as Disadvantaged	13	60	73	13	60	73	14	65	79
Limited English Proficient Students	19	56	75	14	58	73	22	61	82
Students Identified as Migrant	11	47	58	14	47	60	17	58	75
World History II									
All Students	30	58	88	31	58	89	35	57	92
Female Students	24	63	87	25	63	88	28	63	91
Male Students	37	53	90	38	53	90	42	51	93
Black Students	14	65	79	14	66	80	16	69	84
Hispanic Students	18	61	79	17	63	80	21	62	84
White Students	36	56	92	37	55	93	41	54	95
Asian Students	41	53	94	43	51	94	47	50	97
American Indian Students	23	63	86	30	60	90	37	57	95
Other Students	32	55	87	38	52	89	37	54	91
Students with Disabilities	13	53	67	13	56	69	17	58	75
Students Identified as Disadvantaged	15	63	78	15	63	78	16	65	82
Limited English Proficient Students	19	61	80	16	61	77	20	62	82
Students Identified as Migrant	20	73	93	21	56	76	16	69	84

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
World Geography									
All Students	22	53	75	26	51	77	28	55	82
Female Students	18	54	72	22	52	75	23	57	80
Male Students	27	52	78	30	50	80	33	52	85
Black Students	9	51	60	11	53	64	12	58	70
Hispanic Students	16	56	72	19	53	72	21	60	81
White Students	29	53	82	34	50	83	35	52	88
Asian Students	32	55	88	37	49	86	35	53	88
American Indian Students	22	53	75	30	45	76	26	61	87
Other Students	25	52	77	32	51	83	23	52	76
Students with Disabilities	7	40	47	9	43	52	8	49	57
Students Identified as Disadvantaged	10	52	62	12	52	64	14	57	71
Limited English Proficient Students	8	54	63	12	51	62	12	58	69
Students Identified as Migrant	3	38	41	13	44	56	16	53	68
Virginia Studies									
All Students	44	41	85	45	40	85	40	43	83
Female Students	42	43	84	41	43	84	37	45	82
Male Students	47	39	86	48	38	86	43	41	84
Black Students	28	49	76	28	47	75	25	49	74
Hispanic Students	31	45	76	30	46	75	26	45	70
White Students	52	37	89	52	37	90	47	41	88
Asian Students	56	35	92	57	35	92	51	38	89
American Indian Students	38	46	84	43	44	87	35	49	84
Other Students	49	39	88	50	37	87	40	42	83
Students with Disabilities	27	39	66	27	41	68	25	39	63
Students Identified as Disadvantaged	27	48	74	27	47	74	24	47	71
Limited English Proficient Students	29	45	75	28	46	75	24	44	68
Students Identified as Migrant	31	23	54	15	50	65	28	38	66

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
United States History to 1877									
All Students	16	47	63	20	45	65	20	49	69
Female Students	14	46	61	17	45	62	18	49	67
Male Students	19	47	66	22	45	68	23	49	72
Black Students	6	38	44	8	37	46	9	44	53
Hispanic Students	11	43	54	11	40	51	12	46	58
White Students	20	50	71	24	49	73	25	52	77
Asian Students	31	51	82	32	47	78	34	50	84
American Indian Students	12	52	64	20	48	68	22	51	73
Other Students	18	52	69	21	45	66	19	48	67
Students with Disabilities	5	29	34	8	31	39	9	36	45
Students Identified as Disadvantaged	6	37	43	8	36	44	9	43	51
Limited English Proficient Students	13	42	55	11	38	49	12	45	57
Students Identified as Migrant	5	32	36	6	24	29	9	42	51
United States History from 1877 to Present									
All Students	36	48	84	42	43	85	44	43	87
Female Students	32	51	83	38	46	84	40	46	86
Male Students	40	45	85	46	40	86	47	40	88
Black Students	20	53	72	24	50	74	27	51	78
Hispanic Students	22	51	73	26	46	72	27	48	75
White Students	42	46	88	50	40	90	52	40	92
Asian Students	49	42	92	57	35	92	58	35	93
American Indian Students	36	51	87	36	52	88	42	47	89
Other Students	41	46	87	44	44	89	41	41	83
Students with Disabilities	14	44	58	19	43	62	21	46	66
Students Identified as Disadvantaged	18	52	70	23	49	72	25	51	75
Limited English Proficient Students	24	49	73	24	44	68	23	48	70
Students Identified as Migrant	22	50	72	5	59	65	37	35	72

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
Civics and Economics									
All Students	28	56	84	34	51	84	32	51	82
Female Students	26	58	84	32	53	84	31	52	83
Male Students	30	53	83	35	49	84	33	49	82
Black Students	14	59	73	17	57	74	17	55	72
Hispanic Students	16	56	72	18	53	71	18	51	69
White Students	33	55	88	41	48	89	39	49	88
Asian Students	40	51	90	47	44	91	46	45	91
American Indian Students	24	63	87	35	53	88	30	56	86
Other Students	33	53	86	39	48	88	33	49	82
Students with Disabilities	9	47	56	12	45	57	12	44	56
Students Identified as Disadvantaged	12	57	69	15	55	70	15	53	69
Limited English Proficient Students	15	54	69	17	51	68	14	50	65
Students Identified as Migrant	19	38	56	0	58	58	9	50	59

Appendix B:
Measures of Student Progress

Adequate Yearly Progress

Details of the statewide Standards of Learning test results are shown in Appendix A.

Results from the statewide testing program in 2006-2007 showed that high school students increased their achievement on all Standards of Learning tests in English reading, English writing, mathematics, history and science required for graduating with a Standard or Advanced Studies diploma.

- Middle school students also contributed to an overall four-point increase in mathematics achievement by making significant gains in performance on rigorous, grade-level mathematics assessments introduced during the 2005-2006 school year.

- Of the 1,823 open schools that earned Adequate Yearly Progress (AYP) ratings, 72 percent met the federal education law's requirements for AYP despite higher benchmarks for reading and mathematics.

- The AYP benchmarks for achievement in reading and mathematics were each four points higher than during the previous school year.

- Virginia as a state met or exceeded all of the objectives for participation in statewide testing and achievement except in the reading performance of limited English proficient (LEP) students.

- Fifty-eight of Virginia's 132 school divisions made AYP during 2006-2007, compared with 72 during the previous year.

- In 23 school divisions, all schools made AYP.

- Achievement in mathematics rebounded during 2006-2007 as students improved on their performance on grade-level tests first introduced during 2005-2006 in grades 4, 6 and 7. Overall, 80 percent of Virginia students tested last year in mathematics passed, compared with 76 percent in 2005-2006.

- Middle school students improved upon their performance on mathematics tests introduced during 2005-2006, and high school students increased achievement on all three end-of-course mathematics tests linked to the commonwealth's diploma requirements.

- Overall mathematics achievement of African-American and Hispanic students increased with noteworthy gains on tests in Algebra and Geometry.

- Overall achievement in reading increased slightly with 85 percent of Virginia students passing SOL and other tests in reading during 2006-2007 compared with 84 percent during 2005-2006.

- African-American and Hispanic students made significant gains on the English SOL reading test required for graduation with a Standard or Advanced Studies diploma:

- Science achievement increased overall and in all student subgroups during 2006-2007. Eighty-eight percent of Virginia students passed tests in science, compared with 85 percent during 2005-2006.

- Student achievement increased on the four high school history/social science tests.

- Twelve Title I schools made AYP for a second consecutive year, and by doing so, exited school-improvement status.

- Seventy-three percent of Virginia's 699 Title I schools made AYP based on achievement during 2006-2007.

- Fourteen Title I schools entered or remained in "year two" of improvement status, and in addition to offering transfers, must also provide supplemental educational services or tutoring free-of-charge to children who request these services.

- Fourteen Title I schools also entered or remained in "year three" of improvement status. These schools must offer transfers and tutoring, and take at least one of several corrective actions specified in the law to raise student achievement.

- Six Title I schools entered "year four" of improvement status. School divisions must begin developing alternative governance plans for these schools while continuing to offer transfers and tutoring, and continuing to implement corrective action.

- Two Richmond middle schools entered or remained in "year five" of school improvement. These schools must take or continue implementing one of the following actions:

    - Reopen as a charter school;

    - Replace all or most of the school staff relevant to the school's failure to make AYP;

    - Turn the management of the school over to a private educational management company or another entity with a demonstrated record of success; or

    - Any other major restructuring of school governance.

- Vernon Johns Middle in Petersburg moved into "year six" of improvement after not making AYP for a seventh consecutive year. Vernon Johns Middle also must continue implementation of its alternative governance plan to increase achievement.

AYP ratings and student achievement data for all Virginia public schools and school divisions are available in the Virginia School Report Card section of the Virginia Department of Education Web site. More details of Virginia's 2006-2007 results are contained in Appendix A.

NAEP

Results from the 2007 National Assessment of Educational Progress (NAEP) show that the reading and mathematics skills of Virginia students continue to improve and that the commonwealth's students remain among the nation's highest achievers in these subjects.

Average achievement for Virginia fourth- and eighth-grade students in reading and mathematics on the 2007 tests was significantly higher than that of students nationwide and in the South. Students in only two states performed at what the National Center for Education Statistics (NCES) considers a statistically higher level on the fourth-grade reading test, and students in only five states achieved at a higher level on the eighth-grade reading test. The performance of Virginia's fourth graders was especially noteworthy as overall achievement increased in both reading and mathematics.

In no state did African-American fourth and eighth graders perform at a statistically higher level in reading and mathematics than African-American students in Virginia. African-American fourth graders in Virginia also narrowed the achievement gap with White students in reading by six points. For the first time since the NAEP began in the early 1990s, a majority - 60 percent - of African-American fourth graders demonstrated reading proficiency at or above the Basic level. Virginia also was the only state where African American students improved their performance in mathematics at both grade levels from 2005 to 2007.

In addition, Hispanic students outperformed peers nationwide in reading and math. Hispanic achievement in Virginia in both grades 4 and 8 was 12 points higher than the national averages.

The achievement of Virginia students on the NAEP is especially satisfying in light of the fact that it was a steep decline in reading achievement on the NAEP in the early 1990s that awakened educators and policy makers in the Commonwealth to the need for more rigorous standards for both students and schools.

Special Education

The U.S. Department of Education (USED) recognized Virginia in 2007 as one of a handful of states whose implementation of the Individuals with Disabilities Education Act (IDEA) meets the requirements of the law. After evaluating the Commonwealth's progress toward meeting the goals of its State Performance Plan, USED determined that Virginia is meeting the requirements and purposes of IDEA in five key areas, including

- Collecting and reporting valid and reliable data about the education and performance of students with disabilities

- Transitioning toddlers in need of special education services into the PK-12 system
- Providing supervision and correcting problems in school division special education programs
- Resolving complaints in a timely manner
- Adjudicating due-process complaints in a timely manner

The publication on the VDOE Web site in June 2007 of state- and division-level reports on the performance of students with disabilities provides the public with easily accessible information about state and local efforts to raise the achievement of these students.

Safe Schools Information Resource

VDOE in 2007 unveiled a new, online resource to help educators and administrators analyze safety data as they develop and review plans to protect children, improve discipline and enhance security. The new Safe Schools Information Resource (SSIR) also broadens public access to school-safety data and provides an easy-to-use tool for creating reports and comparing data for schools and divisions. SSIR enables schools, parents and communities to access data easily, assess school-safety needs and design programs and strategies that address identified needs. Users can track trends and create charts and are able to "drill" down to view and compare data for schools and divisions on specific offenses and discipline outcomes. Information available through SSIR includes:

- Frequency of reported offenses
- Data on student offenders
- Data on non-student offenders
- Disciplinary outcomes resulting from student offenses

SSIR was developed by the Department of Education and Virginia Commonwealth University's Center for School-Community Collaboration as part of the Prevention Through Information initiative, a three-year, federally funded project to improve the capacity of Virginia schools to collect and use safety data for prevention planning.

School Safety Data: 2004-2005 and 2005-2006

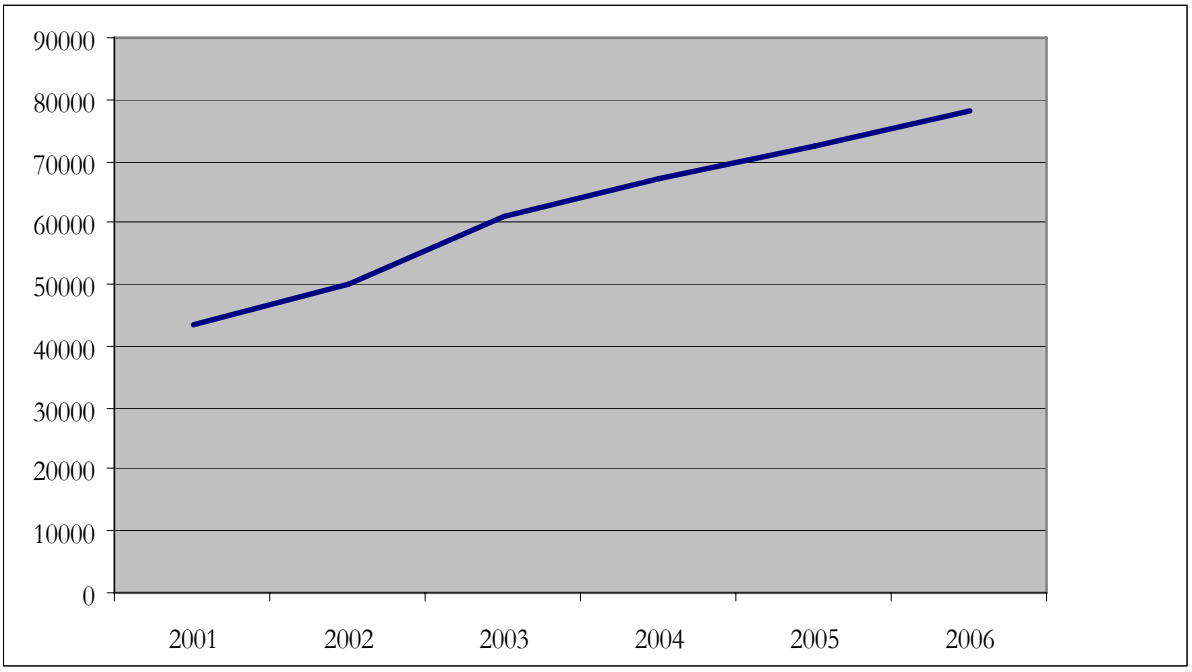
Offense Category	2004-2005	2005-2006	2006-2007
Related to Weapons	2,946	3,144	3,621
Against Student	12,860	12,747	13,902
Against Staff	4,159	4,290	4,781
Against Person	27,207	37,412	55,934
Related to alcohol, tobacco, other drugs	10,624	11,011	10,776
Related to Property	9,216	10,263	11,012
Related to Behavior	82,156	62,616	221,828
Other	169,321	180,841	56,167
Technology (new in 06-07)			7,416

Enrollment in the Public Schools Statewide
September 30 Fall Membership Report

2006-2007: 1,220,597

2005-2006: 1,213,767
2004-2005: 1,205,847
2003-2004: 1,192,076
2002-2003: 1,177,229

Enrollment of Limited English Proficient (LEP) Students in Virginia's Public Schools as of September 30 of Each Year



Career and Technical Education (CTE) Programs: Number of Industry Certifications, State Licenses Earned, and National Occupational Competency Testing Institute Assessments Passed by Students

	2004-2005	2005-2006	2006-2007
NOCTI Assessments	559	1,008	1,195
State Licensures	1,100	1,172	1,012
Industry Certification	4,678	7,935	13,325
CTE Completers	28,420	29,403	30,917

Enrollment in Special Education Programs

2006-2007: 172,704
2005-2006: 175,730
2004-2005: 175,577
2003-2004: 172,525
2002-2003: 169,303
2001-2002: 164,878

Enrollment in Gifted Education Programs

2006-2007: 176,647
2005-2006:172,978
2004-2005: 173,195
2003-2004: 173,207
2002-2003: 147,832

Number of Students Eligible for Free and Reduced-Price Lunch Program

Year	Eligible Students	Percent of Statewide Enrollment
2001-2002	348,880	31.30 percent
2002-2003	362,477	31.81 percent
2003-2004	374,437	32.63 percent
2004-2005	387,554	33.48 percent
2005-2006	387,847	33.11 percent
2006-2007	394,860	33.49 percent

Percent of Students Enrolled in Advanced Programs

Program type	2004-2005	2005-2006
Advanced Placement Test Taken	35,366 / 9.6%	40,639 / 10.79%
Advanced Placement course enrollment	45,638 / 12.39%	50,418 / 13.39%
Dual Enrollment courses taken	16,409 / 4.45%	20,105 / 5.34%
Governors School enrollment	3,554 / .96%	4,029 / 1.07%
Seniors enrolled in IB Program	870 / .24%	1,075 / .29%

Program Completion Information

(Shown as percent of total number of graduates)

Credential type	2004-2005	2005-2006	2006-2007
Advanced Diploma	36,370 / 47.34%	37,864 / 48.82%	40,200/ 49.04%
Certificate of Completion	571 / .74%	513 / .66%	431/ .53%
GED	1,104 / 1.44%	1,057 / 1.36%	1,051/ 1.28%
GED/ISAEP Certificate	1,503 / 1.96%	1,486 / 1.92%	2,008/ 2.45%
General Achievement Diploma	15 / .02%	34 / .04%	<
Modified Standard Diploma	1,706 / 2.22%	1,899 / 2.45%	2,067/ 2.52%
Special Diploma	2,584 / 3.36%	2,471 / 3.19%	2,442/ 2.98%
Standard Diploma	32,976 / 42.92%	32,238 / 41.56%	33,768/ 41.2%

Graduation Rates: 2005-2006 and 2006-2007

(Shown by ethnic subgroup)

	2005-2006	2006-2007
Student Subgroup	**Percentage**	**Percentage**
All Students	73	74
African American Students	62	62
Hispanic Students	64	63
White Students	78	78
Students with Disabilities	-*	61
Students Identified as Disadvantaged	-*	53
Limited English Proficient Students	-*	59
Students Identified as Migrant	-*	
Homeless	-*	

*Data were not available to disaggregate students in these subgroups

Statewide Dropout Information by Ethnic Subgroup

(Shown as a percent of total enrollment in Grades 7 through 12)

Student Subgroup	2004-2005	2005-2006
All Students	10,381 / 1.86%	10,608 / 1.88%
Female	4,302 / 1.58%	4,265 / 1.55%
Male	6,079 / 2.13%	6,343 / 2.2%
Unspecified	75 / 1.58%	98 / 1.52%
African American	3,597 / 2.44%	3,992 / 2.65%
Hispanic	1,801 / 5.28%	1,585 / 4.32%
White	4,475 / 1.31%	4,564 / 1.34%
Asian	398 / 1.47%	322 / 1.15%
American Indian	32 / 2.05%	42 / 2.48%
Native Hawaiian	<	<
Students with Disabilities	1,519/1.99%	1,739/2.28%
Students identified as economically disadvantaged	2,818/2.04%	3,133/2.22%
Students identified as limited English proficient	964/3.58%	1,238/4.30%

Note: < = A group below state definition for personally identifiable results

Professional Qualifications of Teachers

(Shown as a percentage of core academic classes taught by teachers not meeting the federal definition of Highly Qualified)

School type	2004-2005	2005-2006	2006-2007
All Schools	5	5	3
High Poverty	6	6	5
Low Poverty	3	3	2

Notes:
-- High Poverty means schools in the top quartile of poverty in the state.
-- Low poverty means schools in the bottom quartile in the state.
-- NCLB defines core academic subjects as: English, reading or language arts, mathematics, science, foreign language, civics and government, economics, art, history, and geography.

Highest Degrees Held by Teachers in Virginia

Degree type	2004-2005	2005-2006	2006-2007
Bachelor's Degree	49%	50%	51%
Master's Degree	49%	48%	47%
Doctoral Degree	1%	1%	1%

Provisional and Special Education Conditional Licenses

Credential type	2004-2005	2005-2006	2006-2007
Provisional	8%	7%	7%
Special Education Conditional	2%	2%	2%

Classroom Teachers in Virginia: Ethnicity

	Number of Teachers		
Ethnicity	SY2004-2005	SY2005-2006	SY2006-2007
Unspecified	798	987	1,051
American Indian/Alaska Native/Native Hawaiian	1,680	1,764	1,794
Asian	930	1,015	1,100
Black	12,917	12,843	12,954
Hispanic	1,491	1,614	1,701
White	77,946	79,638	80,631
Total	95,762	97,861	99,231
Source: Annual Instructional Personnel (IPAL) data collection.			

Total Number of Teachers and Administrators in Virginia's Public Schools: 2006-2007

Number of Teachers = 99,231
Number of Administrators = 4,157
Number of Teachers and Administrators = 103,345

Note: 43 individuals had both an administrator assignment and a teaching assignment, and are counted only once in the "Number of Teachers and Administrators"

Number of Initial Teaching Licenses Issued by the Virginia Department of Education

July 1, 2006, through June 30, 2007: 11,231

Total Number of Home-Schooled Students in Virginia

2006-2007: 20,240
2005-2006: 18,693
2004-2005: 17,448
2003-2004: 18,102
2002-2003: 16,542

General Fund (GF) Legislative Appropriations— Total State, Total K-12, Total Direct Aid to Public Education: FY 1995 through 2006

Fiscal Year	Total GF Appropriation for Operating Expenses	Total K-12 GF Appropriation	Total K-12 GF Appropriation as a % of Total Operating	Total Direct Aid to Public Education GF Appropriation	Total Direct Aid to Public Education GF Appropriation as a % of Total Operating
1995	7,355,695,733	2,547,067,019	34.6%	2,514,736,974	34.2%
1996	7,597,249,960	2,686,990,223	35.4%	2,658,572,757	35.0%
1997	8,134,360,672	2,930,985,574	36.0%	2,895,766,099	35.6%
1998	8,715,476,981	3,082,072,592	35.4%	3,046,807,462	35.0%
1999	9,967,431,115	3,534,978,628	35.5%	3,489,301,374	35.0%
2000	11,093,396,991	3,720,945,765	33.5%	3,673,762,807	33.1%
2001	12,283,610,813	4,007,068,597	32.6%	3,942,411,254	32.1%
2002	12,013,820,347	3,959,806,011	33.0%	3,895,682,317	32.4%
2003	12,105,186,620	3,980,489,954	32.9%	3,923,268,185	32.4%
2004	12,370,158,175	4,129,120,033	33.4%	4,069,907,268	32.9%
2005	13,781,896,827	4,719,699,883	34.2%	4,653,203,619	33.8%
2006	15,111,251,632	5,071,605,259	33.6%	4,998,052,047	33.1%
2007	16,779,048,401	5,770,433,215	34.4%	5,695,619,782	33.9
2008	16,982,495,713	5,933,601,634	34.9%	5,859,840,675	34.5%

Notes:

(Total For Part 1: Operating Expenses) in the appropriation act.

"Total K-12 GF Appropriation" is the total legislative general fund appropriation for Department of Education Central Office, Direct Aid to Public Education, and the two schools for the deaf and the blind.

"Total Direct Aid GF Appropriation" is the total legislative general fund appropriation for Direct Aid to Public Education.

The general fund appropriation for Comprehensive Services Act (CSA) is deducted from the Direct Aid totals for FY 1995 and FY 1996 since CSA was appropriated within Direct Aid for those years but outside Direct Aid in subsequent years.

For FY 1997 through FY 2006, CSA appropriations are not included.

The Direct Aid appropriation for FY 1999 and FY 2000 includes $55.0 million per year for school construction grants appropriated under Item 554 of Chapter 1072.

Appendix C:
2007 STANDARDS OF QUALITY AS AMENDED

§ 22.1-253.13:1. Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.

A. The General Assembly and the Board of Education believe that the fundamental goal of the public schools of this Commonwealth must be to enable each student to develop the skills that are necessary for success in school, preparation for life, and reaching their full potential. The General Assembly and the Board of Education find that the quality of education is dependent upon the provision of (i) the appropriate working environment, benefits, and salaries necessary to ensure the availability of high-quality instructional personnel; (ii) the appropriate learning environment designed to promote student achievement; (iii) quality instruction that enables each student to become a productive and educated citizen of Virginia and the United States of America; and (iv) the adequate commitment of other resources. In keeping with this goal, the General Assembly shall provide for the support of public education as set forth in Article VIII, Section 1 of the Constitution of Virginia.

B. The Board of Education shall establish educational objectives known as the Standards of Learning, which shall form the core of Virginia's educational program, and other educational objectives, which together are designed to ensure the development of the skills that are necessary for success in school and for preparation for life in the years beyond. At a minimum, the Board shall establish Standards of Learning for English, mathematics, science, and history and social science. The Standards of Learning shall not be construed to be regulations as defined in § 2.2-4001.

The Board shall seek to ensure that the Standards of Learning are consistent with a high quality foundation educational program. The Standards of Learning shall include, but not be limited to, the basic skills of communication (listening, speaking, reading, and writing); computation and critical reasoning including problem solving and decision making; proficiency in the use of computers and related technology; and the skills to manage personal finances and to make sound financial decisions.

The English Standards of Learning for reading in kindergarten through grade three shall be based on components of effective reading instruction, to include, at a minimum, phonemic awareness, phonics, fluency, vocabulary development, and text comprehension.

The Standards of Learning in all subject areas shall be subject to regular review and revision to maintain rigor and to reflect a balance between content knowledge and the application of knowledge in preparation for eventual employment and lifelong learning.

The Board of Education shall establish a regular schedule, in a manner it deems appropriate, for the review, and revision as may be necessary, of the Standards of Learning in all subject areas. Such review of each subject area shall occur at least once every seven years. Nothing in this section shall be construed to prohibit the Board from conducting such review and revision on a more frequent basis.

To provide appropriate opportunity for input from the general public, teachers, and local school boards, the Board of Education shall conduct public hearings prior to establishing revised Standards of Learning. Thirty days prior to conducting such hearings, the Board shall give notice of the date, time, and place of the hearings to all local school boards and any other persons requesting to be notified of the hearings and publish notice of its intention to revise the Standards of Learning in the Virginia Register of Regulations.

Interested parties shall be given reasonable opportunity to be heard and present information prior to final adoption of any revisions of the Standards of Learning.

In addition, the Department of Education shall make available and maintain a website, either separately or through an existing website utilized by the Department of Education, enabling public elementary, middle, and high school educators to submit recommendations for improvements relating to the Standards of Learning, when

under review by the Board according to its established schedule, and related assessments required by the Standards of Quality pursuant to this chapter. Such website shall facilitate the submission of recommendations by educators.

School boards shall implement the Standards of Learning or objectives specifically designed for their school divisions that are equivalent to or exceed the Board's requirements. Students shall be expected to achieve the educational objectives established by the school division at appropriate age or grade levels. The curriculum adopted by the local school division shall be aligned to the Standards of Learning.

The Board of Education shall include in the Standards of Learning for history and social science the study of contributions to society of diverse people. For the purposes of this subsection, "diverse" shall include consideration of disability, ethnicity, race, and gender.

With such funds as are made available for this purpose, the Board shall regularly review and revise the competencies for career and technical education programs to require the full integration of English, mathematics, science, and history and social science Standards of Learning. Career and technical education programs shall be aligned with industry and professional standard certifications, where they exist.

C. Local school boards shall develop and implement a program of instruction for grades K through 12 that is aligned to the Standards of Learning and meets or exceeds the requirements of the Board of Education. The program of instruction shall emphasize reading, writing, speaking, mathematical concepts and computations, proficiency in the use of computers and related technology, and scientific concepts and processes; essential skills and concepts of citizenship, including knowledge of Virginia history and world and United States history, economics, government, foreign languages, international cultures, health and physical education, environmental issues and geography necessary for responsible participation in American society and in the international community; fine arts, which may include, but need not be limited to, music and art, and practical arts; knowledge and skills needed to qualify for further education, gainful employment, or training in a career and technical field; and development of the ability to apply such skills and knowledge in preparation for eventual employment and lifelong learning and to achieve economic self-sufficiency.

Local school boards shall also develop and implement programs of prevention, intervention, or remediation for students who are educationally at risk including, but not limited to, those who fail to achieve a passing score on any Standards of Learning assessment in grades three through eight or who fail an end-of-course test required for the award of a verified unit of credit. Such programs shall include components that are research-based.

Any student who achieves a passing score on one or more, but not all, of the Standards of Learning assessments for the relevant grade level in grades three through eight may be required to attend a remediation program.

Any student who fails to achieve a passing score on all of the Standards of Learning assessments for the relevant grade level in grades three through eight or who fails an endof-course test required for the award of a verified unit of credit shall be required to attend a remediation program or to participate in another form of remediation. Division superintendents shall require such students to take special programs of prevention, intervention, or remediation, which may include attendance in public summer school programs, in accordance with clause (ii) of subsection A of § 22.1-254 and § 22.1-254.01.

Remediation programs shall include, when applicable, a procedure for early identification of students who are at risk of failing the Standards of Learning assessments in grades three through eight or who fail an end-of-course test required for the award of a verified unit of credit required for the student's graduation. Such programs may also include summer school for all elementary and middle school grades and for all high school academic courses, as defined by regulations promulgated by the Board of Education, or other forms of remediation. Summer school remediation programs or other forms of remediation shall be chosen by the division superintendent to be appropriate to the academic needs of the student. Students who are required to attend such

summer school programs or to participate in another form of remediation shall not be charged tuition by the school division.

The requirement for remediation may, however, be satisfied by the student's attendance in a program of prevention, intervention or remediation that has been selected by his parent, in consultation with the division superintendent or his designee, and is either (i) conducted by an accredited private school or (ii) a special program that has been determined to be comparable to the required public school remediation program by the division superintendent. The costs of such private school remediation program or other special remediation program shall be borne by the student's parent.

The Board of Education shall establish standards for full funding of summer remedial programs that shall include, but not be limited to, the minimum number of instructional hours or the equivalent thereof required for full funding and an assessment system designed to evaluate program effectiveness. Based on the number of students attending and the Commonwealth's share of the per pupil instructional costs, state funds shall be provided for the full cost of summer and other remediation programs as set forth in the appropriation act, provided such programs comply with such standards as shall be established by the Board, pursuant to § 22.1-199.2.

D. Local school boards shall also implement the following:
1. Programs in grades K through three that emphasize developmentally appropriate learning to enhance success.
2. Programs based on prevention, intervention, or remediation designed to increase the number of students who earn a high school diploma and to prevent students from dropping out of school. Such programs shall include components that are research-based.
3. Career and technical education programs incorporated into the K through 12 curricula
that include:
a. Knowledge of careers and all types of employment opportunities including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, and the teaching profession, and emphasize the advantages of completing school with marketable skills;
b. Career exploration opportunities in the middle school grades; and
c. Competency-based career and technical education programs that integrate academic outcomes, career guidance and job-seeking skills for all secondary students. Programs must be based upon labor market needs and student interest. Career guidance shall include counseling about available employment opportunities and placement services for students exiting school. Each school board shall develop and implement a plan to ensure compliance with the provisions of this subdivision. Such plan shall be developed with the input of area business and industry representatives and local community colleges and shall be submitted to the Superintendent of Public Instruction in accordance with the timelines established by federal law.
4. Early identification of students with disabilities and enrollment of such students in appropriate instructional programs consistent with state and federal law.
5. Early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs.
6. Educational alternatives for students whose needs are not met in programs prescribed elsewhere in these standards. Such students shall be counted in average daily membership (ADM) in accordance with the regulations of the Board of Education.
7. Adult education programs for individuals functioning below the high school completion level. Such programs may be conducted by the school board as the primary agency or through a collaborative arrangement between the school board and other agencies.
8. A plan to make achievements for students who are educationally at risk a divisionwide priority that shall include procedures for measuring the progress of such students.
9. A plan to notify students and their parents of the availability of dual enrollment and advanced placement classes, the International Baccalaureate Program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and

programs, and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations.
10. Identification of students with limited English proficiency and enrollment of such students in appropriate instructional programs.
11. Early identification, diagnosis, and assistance for students with reading and mathematics problems and provision of instructional strategies and reading and mathematics practices that benefit the development of reading and mathematics skills for all students.
12. Incorporation of art, music, and physical education as a part of the instructional program at the elementary school level.
13. A program of student services for grades kindergarten through 12 that shall be designed to aid students in their educational, social, and career development.
14. The collection and analysis of data and the use of the results to evaluate and make decisions about the instructional program.

E. From such funds as may be appropriated or otherwise received for such purpose, there shall be established within the Department of Education a unit to (i) conduct evaluative studies; (ii) provide the resources and technical assistance to increase the capacity for school divisions to deliver quality instruction; and (iii) assist school divisions in implementing those programs and practices that will enhance pupil academic performance and improve family and community involvement in the public schools. Such unit shall identify and analyze effective instructional programs and practices and professional development initiatives; evaluate the success of programs encouraging parental and family involvement; assess changes in student outcomes prompted by family involvement; and collect and disseminate among school divisions information regarding effective instructional programs and practices, initiatives promoting family and community involvement, and potential funding and support sources. Such unit may also provide resources supporting professional development for administrators and teachers.

In providing such information, resources, and other services to school divisions, the unit shall give priority to those divisions demonstrating a less than 70 percent passing rate on the Standards of Learning assessments.

§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel.
A. The Board shall establish requirements for the licensing of teachers, principals, superintendents, and other professional personnel.

B. School boards shall employ licensed instructional personnel qualified in the relevant subject areas.

C. Each school board shall assign licensed instructional personnel in a manner that produces divisionwide ratios of students in average daily membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, counselors, and librarians, that are not greater than the following ratios: (i) 24 to one in kindergarten with no class being larger than 29 students; if the average daily membership in any kindergarten class exceeds 24 pupils, a full-time teacher's aide shall be assigned to the class; (ii) 24 to one in grades one, two, and three with no class being larger than 30 students; (iii) 25 to one in grades four through six with no class being larger than 35 students; and (iv) 24 to one in English classes in grades six through 12.

Within its regulations governing special education programs, the Board shall seek to set pupil/teacher ratios for pupils with mental retardation that do not exceed the pupil/teacher ratios for self-contained classes for pupils with specific learning disabilities.

Further, school boards shall assign instructional personnel in a manner that produces schoolwide ratios of students in average daily memberships to full-time equivalent teaching positions of 21 to one in middle schools and high schools. School divisions shall provide all middle and high school teachers with one planning period per day or the equivalent, unencumbered of any teaching or supervisory duties.

D. Each local school board shall employ with state and local basic, special education, gifted, and career and technical education funds a minimum number of licensed, full-time equivalent instructional personnel for each 1,000 students in average daily membership (ADM) as set forth in the appropriation act. Calculations of kindergarten positions shall be based on full-day kindergarten programs. Beginning with the March 31 report of average daily membership, those school divisions offering half-day kindergarten with pupil/teacher ratios that exceed 30 to one shall adjust their average daily membership for kindergarten to reflect 85 percent of the total kindergarten average daily memberships, as provided in the appropriation act.

E. In addition to the positions supported by basic aid and in support of regular school year programs of prevention, intervention, and remediation, state funding, pursuant to the appropriation act, shall be provided to fund certain full-time equivalent instructional positions for each 1,000 students in grades K through 12 who are identified as needing prevention, intervention, and remediation services. State funding for prevention, intervention, and remediation programs provided pursuant to this subsection and the appropriation act may be used to support programs for educationally at-risk students as identified by the local school boards.

F. In addition to the positions supported by basic aid and those in support of regular school year programs of prevention, intervention, and remediation, state funding, pursuant to the appropriation act, shall be provided to support 17 full-time equivalent instructional positions for each 1,000 students identified as having limited English proficiency.

G. In addition to the full-time equivalent positions required elsewhere in this section, each local school board shall employ the following reading specialists in elementary schools, one full-time in each elementary school at the discretion of the local school board.

H. Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to the type of school and student enrollment:
1. Principals in elementary schools, one half-time to 299 students, one full-time at 300 students; principals in middle schools, one full-time, to be employed on a 12-month basis; principals in high schools, one full-time, to be employed on a 12-month basis;
2. Assistant principals in elementary schools, one half-time at 600 students, one full-time at 900 students; assistant principals in middle schools, one full-time for each 600 students; assistant principals in high schools, one full-time for each 600 students;
3. Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one-half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full-time at 300 students, two full-time at 1,000 students;
4. Guidance counselors in elementary schools, one hour per day per 100 students, one full-time at 500 students, one hour per day additional time per 100 students or major fraction thereof; guidance counselors in middle schools, one period per 80 students, one full-time at 400 students, one additional period per 80 students or major fraction thereof; guidance counselors in high schools, one period per 70 students, one full-time at 350 students, one additional period per 70 students or major fraction thereof; and
5. Clerical personnel in elementary schools, part-time to 299 students, one full-time at 300 students; clerical personnel in middle schools, one full-time and one additional fulltime for each 600 students beyond 200 students and one full-time for the library at 750 students; clerical personnel in high schools, one full-time and one additional full-time for each 600 students beyond 200 students and one full-time for the library at 750 students.

I. Local school boards shall employ five full-time equivalent positions per 1,000 students in grades kindergarten through five to serve as elementary resource teachers in art, music, and physical education.

J. Local school boards shall employ two full-time equivalent positions per 1,000 students in grades kindergarten through 12, one to provide technology support and one to serve as an instructional technology resource teacher.

K. Local school boards may employ additional positions that exceed these minimal staffing requirements. These additional positions may include, but are not limited to, those funded through the state's incentive and categorical programs as set forth in the appropriation act.

L. A combined school, such as kindergarten through 12, shall meet at all grade levels the staffing requirements for the highest grade level in that school; this requirement shall apply to all staff, except for guidance counselors, and shall be based on the school's total enrollment; guidance counselor staff requirements shall, however, be based on the enrollment at the various school organization levels, i.e., elementary, middle, or high school. The Board of Education may grant waivers from these staffing levels upon request from local school boards seeking to implement experimental or innovative programs that are not consistent with these staffing levels.

M. School boards shall, however, annually, on or before January 1, report to the public the actual pupil/teacher ratios in elementary school classrooms by school for the current school year. Such actual ratios shall include only the teachers who teach the grade and class on a full-time basis and shall exclude resource personnel. School boards shall report pupil/teacher ratios that include resource teachers in the same annual report. Any classes funded through the voluntary kindergarten through third grade class size reduction program shall be identified as such classes. Any classes having waivers to exceed the requirements of this subsection shall also be identified. Schools shall be identified; however, the data shall be compiled in a manner to ensure the confidentiality of all teacher and pupil identities.

N. Students enrolled in a public school on a less than full-time basis shall be counted in ADM in the relevant school division. Students who are either (i) enrolled in a nonpublic school or (ii) receiving home instruction pursuant to § 22.1-254.1, and who are enrolled in public school on a less than full-time basis in any mathematics, science, English, history, social science, career and technical education, fine arts, foreign language, or health education or physical education course shall be counted in the ADM in the relevant school division on a pro rata basis as provided in the appropriation act. Each such course enrollment by such students shall be counted as 0.25 in the ADM; however, no such nonpublic or home school student shall be counted as more than one-half a student for purposes of such pro rata calculation. Such calculation shall not include enrollments of such students in any other public school courses.

O. Each local school board shall provide those support services that are necessary for the efficient and cost-effective operation and maintenance of its public schools.

For the purposes of this title, unless the context otherwise requires, "support services" shall include services provided by the school board members; the superintendent; assistant superintendents; student services (including guidance counselors, social workers, and homebound, improvement, principal's office, and library-media positions); attendance and health positions; administrative, technical, and clerical positions; operation and maintenance positions; educational technology positions; school nurses; and pupil transportation positions.

Pursuant to the appropriation act, support services shall be funded from basic school aid on the basis of prevailing statewide costs.

§ 22.1-253.13:3. Standard 3. Accreditation, other standards and evaluation.

A. The Board of Education shall promulgate regulations establishing standards for accreditation pursuant to the Administrative Process Act (§ 2.2-4000 et seq.), which shall include, but not be limited to, student outcome measures, requirements and guidelines for instructional programs and for the integration of educational technology into such instructional programs, administrative and instructional staffing levels and positions, including staff positions for supporting educational technology, student services, auxiliary education programs such as library and media services, course and credit requirements for graduation from high school, community relations, and the philosophy, goals, and objectives of public education in Virginia.

The Board shall review annually the accreditation status of all schools in the Commonwealth.

Each local school board shall maintain schools that are fully accredited pursuant to the standards for accreditation as prescribed by the Board of Education. Each local school board shall review the accreditation status of all schools in the local school division annually in public session. Within the time specified by the Board of Education, each school board shall submit corrective action plans for any schools within its school division that have been designated as not meeting the standards as approved by the Board.

When the Board of Education has obtained evidence through the school academic review process that the failure of schools within a division to achieve full accreditation status is related to division level failure to implement the Standards of Quality, the Board may require a division level academic review. After the conduct of such review and within the time specified by the Board of Education, each school board shall submit for approval by the Board a corrective action plan, consistent with criteria established by the Board and setting forth specific actions and a schedule designed to ensure that schools within its school division achieve full accreditation status. Such corrective action plans shall be part of the relevant school division's comprehensive plan pursuant to § 22.1-253.13:6.

With such funds as are appropriated or otherwise received for this purpose, the Board shall adopt and implement an academic review process, to be conducted by the Department of Education, to assist schools that are accredited with warning. The Department shall forward a report of each academic review to the relevant local school board, and such school board shall report the results of such academic review and the required annual progress reports in public session. The local school board shall implement any actions identified through the academic review and utilize them for improvement planning.

B. The Superintendent of Public Instruction shall develop and the Board of Education shall approve criteria for determining and recognizing educational performance in the Commonwealth's public school divisions and schools. Such criteria, when approved, shall become an integral part of the accreditation process and shall include student outcome measurements. The Superintendent of Public Instruction shall annually identify to the Board those school divisions and schools that exceed or do not meet the approved criteria. Such identification shall include an analysis of the strengths and weaknesses of public education programs in the various school divisions in Virginia and recommendations to the General Assembly for further enhancing student learning uniformly across the Commonwealth. In recognizing educational performance in the school divisions, the Board shall include consideration of special school division accomplishments, such as numbers of dual enrollments and students in Advanced Placement and International Baccalaureate courses, and participation in academic year Governor's Schools.

The Superintendent of Public Instruction shall assist local school boards in the implementation of action plans for increasing educational performance in those school divisions and schools that are identified as not meeting the approved criteria. The Superintendent of Public Instruction shall monitor the implementation of and report to the Board of Education on the effectiveness of the corrective actions taken to improve the educational performance in such school divisions and schools.

C. With such funds as are available for this purpose, the Board of Education shall prescribe assessment methods to determine the level of achievement of the Standards of Learning objectives by all students. Such assessments shall evaluate knowledge, application of knowledge, critical thinking, and skills related to the Standards of Learning being assessed. The Board shall (i) in consultation with the chairpersons of the eight regional superintendents' study groups, establish a timetable for administering the Standards of Learning assessments to ensure genuine end-of-course and end-of-grade testing and (ii) with the assistance of independent testing experts, conduct a regular analysis and validation process for these assessments.

In prescribing such Standards of Learning assessments, the Board shall provide local school boards the option of administering tests for United States History to 1877, United States History: 1877 to the Present, and Civics and

Economics. The last administration of the cumulative grade eight history test will be during the 2007-2008 academic school year. Beginning with the 2008-2009 academic year, all school divisions shall administer the United States History to 1877, United States History: 1877 to the Present, and Civics and Economics tests.

The Board of Education shall make publicly available such assessments in a timely manner and as soon as practicable following the administration of such tests, so long as the release of such assessments does not compromise test security or deplete the bank of assessment questions necessary to construct subsequent tests, or limit the ability to test students on demand and provide immediate results in the web-based assessment system.

The Board shall include in the student outcome measures that are required by the Standards of Accreditation end-of-course or end-of-grade tests for various grade levels and classes, as determined by the Board, in accordance with the Standards of Learning.

These Standards of Learning assessments shall include, but need not be limited to, endof-course or end-of-grade tests for English, mathematics, science, and history and social science.

In addition, to assess the educational progress of students, the Board of Education shall (i) develop appropriate assessments, which may include criterion-referenced tests and alternative assessment instruments that may be used by classroom teachers and (ii) prescribe and provide measures, which may include nationally normed tests to be used to identify students who score in the bottom quartile at selected grade levels.

The Standard of Learning requirements, including all related assessments, shall be waived for any student awarded a scholarship under the Brown v. Board of Education Scholarship Program, pursuant to § 30-231.2, who is enrolled in a preparation program for the General Education Development (GED) certificate or in an adult basic education program to obtain the high school diploma.

The Board of Education may adopt special provisions related to the administration and use of any SOL test or tests in a content area as applied to accreditation ratings for any period during which the SOL content or assessments in that area are being revised and phased in. Prior to statewide administration of such tests, the Board of Education shall provide notice to local school boards regarding such special provisions.

D. The Board of Education may pursue all available civil remedies pursuant to § 22.1-19.1 or administrative action pursuant to § 22.1-292.1 for breaches in test security and unauthorized alteration of test materials or test results.

The Board may initiate or cause to be initiated a review or investigation of any alleged breach in security, unauthorized alteration, or improper administration of tests by local school board employees responsible for the distribution or administration of the tests.

Records and any other information furnished to or prepared by the Board during the conduct of a review or investigation may be withheld pursuant to subdivision 12 of § 2.2-3705.3. However, this section shall not prohibit the disclosure of records to (i) a local school board or division superintendent for the purpose of permitting such board or superintendent to consider or to take personnel action with regard to an employee or (ii) any requester, after the conclusion of a review or investigation, in a form that (a) does not reveal the identify of any person making a complaint or supplying information to the Board on a confidential basis and (b) does not compromise the security of any test mandated by the Board. Any local school board or division superintendent receiving such records or other information shall, upon taking personnel action against a relevant employee, place copies of such records or information relating to the specific employee in such person's personnel file.

Notwithstanding any other provision of state law, no test or examination authorized by this section, including the Standards of Learning assessments, shall be released or required to be released as minimum competency tests, if,

in the judgment of the Board, such release would breach the security of such test or examination or deplete the bank of questions necessary to construct future secure tests.

E. With such funds as may be appropriated, the Board of Education may provide, through an agreement with vendors having the technical capacity and expertise to provide computerized tests and assessments, and test construction, analysis, and security, for (i) web-based computerized tests and assessments for the evaluation of student progress during and after remediation and (ii) the development of a remediation item bank directly related to the Standards of Learning.

F. To assess the educational progress of students as individuals and as groups, each local school board shall require the use of Standards of Learning assessments and other relevant data to evaluate student progress and to determine educational performance.

Each local school shall require the administration of appropriate assessments to all students for grade levels and courses identified by the Board of Education, which may include criterion-referenced tests, teacher-made tests and alternative assessment instruments and shall include the Standards of Learning Assessments and the National Assessment of Educational Progress state-by-state assessment. Each school board shall analyze and report annually, in compliance with any criteria that may be established by the Board of Education, the results from the Stanford Achievement Test Series, Ninth Edition (Stanford Nine) assessment, if administered, industry certification examinations, and the Standards of Learning Assessments to the public.

The Board of Education shall not require administration of the Stanford Achievement Test Series, Ninth Edition (Stanford Nine) assessment, except as may be selected to facilitate compliance with the requirements for home instruction pursuant to § 22.1-254.1.

The Board shall include requirements for the reporting of the Standards of Learning assessment scores and averages for each year as part of the Board's requirements relating to the School Performance Report Card. Such scores shall be disaggregated for each school by student subgroups on the Virginia assessment program as appropriate and shall be reported to the public within three months of their receipt. These reports (i) shall be posted on the portion of the Department of Education's website relating to the School Performance Report Card, in a format and in a manner that allows year-to-year comparisons, and (ii) may include the National Assessment of Educational Progress state-by-state assessment.

G. Each local school division superintendent shall regularly review the division's submission of data and reports required by state and federal law and regulations to ensure that all information is accurate and submitted in a timely fashion. The Superintendent of Public Instruction shall provide a list of the required reports and data to division superintendents annually. The status of compliance with this requirement shall be included in the Board of Education's annual report to the Governor and the General Assembly as required by § 22.1-18.

§ 22.1-253.13:4. Standard 4. Student achievement and graduation requirements.
A. Each local school board shall award diplomas to all secondary school students, including students who transfer from nonpublic schools or from home instruction, who earn the units of credit prescribed by the Board of Education, pass the prescribed tests, and meet such other requirements as may be prescribed by the local school board and approved by the Board of Education. Provisions shall be made to facilitate the transfer and appropriate grade placement of students from other public secondary schools, from nonpublic schools, or from home instruction as outlined in the standards for accreditation.

Further, reasonable accommodation to meet the requirements for diplomas shall be provided for otherwise qualified students with disabilities as needed.

In addition, each local school board may devise, vis-à-vis the award of diplomas to secondary school students, a mechanism for calculating class rankings that takes into consideration whether the student has taken a required class more than one time and has had any prior earned grade for such required class expunged.

Each local school board shall notify the parents of rising eleventh and twelfth grade students of (i) the number and subject area requirements of standard and verified units of credit required for graduation pursuant to the standards for accreditation and (ii) the remaining number and subject area requirements of such units of credit the individual student requires for graduation.

B. Students identified as disabled who complete the requirements of their individualized education programs shall be awarded special diplomas by local school boards.

Each local school board shall notify the parent of such students with disabilities who have an individualized education program and who fail to meet the requirements for a standard or advanced studies diploma of the student's right to a free and appropriate education to age 21, inclusive, pursuant to Article 2 (§ 22.1-213 et seq.) of Chapter 13 of this title.

C. Students who have completed a prescribed course of study as defined by the local school board shall be awarded certificates of program completion by local school boards if they are not eligible to receive a standard, advanced studies, modified standard, special, or general achievement diploma.

Each local school board shall provide notification of the right to a free public education for students who have not reached 20 years of age on or before August 1 of the school year, pursuant to Chapter 1 (§ 22.1-1 et seq.) of this title, to the parent of students who fail to graduate or who have failed to achieve the number of verified units of credit required for graduation as provided in the standards of accreditation. If such student who does not graduate or achieve such verified units of credit is a student for whom English is a second language, the local school board shall notify the parent of the student's opportunity for a free public education in accordance with § 22.1-5.

D. In establishing course and credit requirements for a high school diploma, the Board shall:

1. Provide for the selection of integrated learning courses meeting the Standards of Learning and approved by the Board to satisfy graduation credit requirements, which shall include Standards of Learning testing, as necessary;
2. Establish the requirements for a standard, modified standard, or advanced studies high school diploma, which shall include one credit in fine or performing arts or career and technical education and one credit in United States and Virginia history. The requirements for a standard high school diploma shall, however, include at least two sequential electives chosen from a concentration of courses selected from a variety of options that may be planned to ensure the completion of a focused sequence of elective courses. Students may take such focused sequence of elective courses in consecutive years or any two years of high school. Such focused sequence of elective courses shall provide a foundation for further education or training or preparation for employment and shall be developed by the school division, consistent with Board of Education guidelines and as approved by the local school board;
3. Establish the requirements for a technical diploma. This diploma shall meet or exceed the requirements of a standard diploma and will include a concentration in career and technical education, as established in Board regulations. A student who meets the requirement for the advanced studies diploma who also fulfills a concentration in career and technical education shall receive an advanced technical diploma. The Board may develop or designate assessments in career and technical education for the purposes of awarding verified credit pursuant to subdivision 6.
4. Provide, in the requirements for the verified units of credit stipulated for obtaining the standard or advanced studies diploma, that students completing elective classes into which the Standards of Learning for any required course have been integrated may take the relevant Standards of Learning test for the relevant required course and receive, upon achieving a satisfactory score on the specific Standards of Learning assessment, a verified unit of

credit for such elective class that shall be deemed to satisfy the Board's requirement for verified credit for the required course;
5. Establish a procedure to facilitate the acceleration of students that allows qualified students, with the recommendation of the division superintendent, without completing the140-hour class, to obtain credit for such class upon demonstration of mastery of the course content and objectives. Having received credit for the course, the student shall be permitted to sit for the relevant Standards of Learning assessment and, upon receiving a passing score, shall earn a verified credit. Nothing in this section shall preclude relevant school division personnel from enforcing compulsory attendance in public schools; and
6. Provide for the award of verified units of credit for passing scores on industry certifications, state licensure examinations, and national occupational competency assessments approved by the Board of Education.

School boards shall report annually to the Board of Education the number of industry certifications obtained, state licensure examinations passed, and the number of career and technical education completers that graduated. These numbers shall be reported as categories on the School Performance Report Card.

For the purposes of this subdivision, a “career and technical education completer” is a student who has met the requirements for a career and technical concentration or specialization and all requirements for high school graduation or an approved alternative education program.

In addition, the Board may:
a. For the purpose of awarding verified units of credit, approve the use of additional or substitute tests for the correlated Standards of Learning assessment, such as academic achievement tests, industry certifications or state licensure examinations; and
b. Permit students completing career and technical education programs designed to enable such students to pass such industry certification examinations or state licensure examinations to be awarded, upon obtaining satisfactory scores on such industry certification or licensure examinations, the appropriate verified units of credit for one or more career and technical education classes into which relevant Standards of Learning for various classes taught at the same level have been integrated. Such industry certification and state licensure examinations may cover relevant Standards of Learning for various required classes and may, at the discretion of the Board, address some Standards of Learning for several required classes.

E. In the exercise of its authority to recognize exemplary academic performance by providing for diploma seals, the Board of Education shall develop criteria for recognizing exemplary performance in career and technical education programs by students who have completed the requirements for a standard or advanced studies diploma and shall award seals on the diplomas of students meeting such criteria.

In addition, the Board shall establish criteria for awarding a diploma seal for advanced mathematics and technology for the standard and advanced studies diplomas. The Board shall consider including criteria for (i) technology courses; (ii) technical writing, reading, and oral communication skills; (iii) technology-related practical arts training; and (iv) industry, professional, and trade association national certifications.

The Board shall also establish criteria for awarding a diploma seal for excellence in civics education and understanding of our state and federal constitutions and the democratic model of government for the standard and advanced studies diplomas. The Board shall consider including criteria for (i) successful completion of history, government, and civics courses, including courses that incorporate character education; (ii) voluntary participation in community service or extracurricular activities that includes the types of activities that shall qualify as community service and the number of hours required; and (iii) related requirements as it deems appropriate.

F. The Board shall establish, by regulation, requirements for the award of a general achievement diploma for those persons who have (i) achieved a passing score on the GED examination; (ii) successfully completed an

education and training program designated by the Board of Education; and (iii) satisfied other requirements as may be established by the Board for the award of such diploma.

G. (Effective October 1, 2008) To ensure the uniform assessment of high school graduation rates, the Board shall collect, analyze, and report high school graduation and dropout data using a formula prescribed by the Board The Board may promulgate such regulations as may be necessary and appropriate for the collection, analysis, and reporting of such data.

§ 22.1-253.13:5. Standard 5. Quality of classroom instruction and educational leadership.
A. Each member of the Board of Education shall participate in high-quality professional development programs on personnel, curriculum and current issues in education as part of his service on the Board.

B. Consistent with the finding that leadership is essential for the advancement of public education in the Commonwealth, teacher, administrator, and superintendent evaluations shall be consistent with the performance objectives included in the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents. Teacher evaluations shall include regular observation and evidence that instruction is aligned with the school's curriculum. Evaluations shall include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities.

C. The Board of Education shall provide guidance on high-quality professional development for (i) teachers, principals, supervisors, division superintendents and other school staff; (ii) administrative and supervisory personnel in the evaluation and documentation of teacher and administrator performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel; (iii) school board members on personnel, curriculum and current issues in education; and (iv) programs in Braille for teachers of the blind and visually impaired, in cooperation with the Virginia Department for the Blind and Vision Impaired.

The Board shall also provide technical assistance on high-quality professional development to local school boards designed to ensure that all instructional personnel are proficient in the use of educational technology consistent with its comprehensive plan for educational technology.

D. Each local school board shall require (i) its members to participate annually in high quality professional development activities at the state, local, or national levels on governance, including, but not limited to, personnel policies and practices; curriculum and instruction; use of data in planning and decision making; and current issues in education as part of their service on the local board and (ii) the division superintendent to participate annually in high-quality professional development activities at the local, state or national levels.

E. Each local school board shall provide a program of high-quality professional development (i) in the use and documentation of performance standards and evaluation criteria based on student academic progress and skills for teachers and administrators to clarify roles and performance expectations and to facilitate the successful implementation of instructional programs that promote student achievement at the school and classroom levels; (ii) as part of the license renewal process, to assist teachers and principals in acquiring the skills needed to work with gifted students, students with disabilities, and students who have been identified as having limited English proficiency and to increase student achievement and expand the knowledge and skills students require to meet the standards for academic performance set by the Board of Education; (iii) in educational technology for all instructional personnel which is designed to facilitate integration of computer skills and related technology into the curricula, and (iv) for administrative personnel designed to increase proficiency in instructional leadership and management, including training in the evaluation and documentation of teacher and administrator performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel.

In addition, each local school board shall also provide teachers and principals with high quality professional development programs each year in (i) instructional content; (ii) the preparation of tests and other assessment measures; (iii) methods for assessing the progress of individual students, including Standards of Learning assessment materials or other criterion-referenced tests that match locally developed objectives; (iv) instruction and remediation techniques in English, mathematics, science, and history and social science; (v) interpreting test data for instructional purposes; and (vi) technology applications to implement the Standards of Learning; and (vii) effective classroom management.

F. Schools and school divisions shall include as an integral component of their comprehensive plans required by § 22.1-253.13:6, high-quality professional development programs that support the recruitment, employment, and retention of qualified teachers and principals. Each school board shall require all instructional personnel to participate each year in these professional development programs.

G. Each local school board shall annually review its professional development program for quality, effectiveness, participation by instructional personnel, and relevancy to the instructional needs of teachers and the academic achievement needs of the students in the school division.

§ 22.1-253.13:6. Standard 6. Planning and public involvement.
A. The Board of Education shall adopt a statewide comprehensive, unified, long-range plan based on data collection, analysis, and evaluation. Such plan shall be developed with statewide participation. The Board shall review the plan biennially and adopt any necessary revisions. The Board shall post the plan on the Department of Education's website if practicable, and, in any case, shall make a hard copy of such plan available for public inspection and copying.

This plan shall include the objectives of public education in Virginia, including strategies for first improving student achievement, particularly the achievement of educationally at-risk students, then maintaining high levels of student achievement; an assessment of the extent to which these objectives are being achieved; a forecast of enrollment changes; and an assessment of the needs of public education in the Commonwealth. In the annual report required by § 22.1-18, the Board shall include an analysis of the extent to which these Standards of Quality have been achieved and the objectives of the statewide comprehensive plan have been met. The Board shall also develop, consistent with, or as a part of, its comprehensive plan, a detailed comprehensive, long-range plan to integrate educational technology into the Standards of Learning and the curricula of the public schools in Virginia, including career and technical education programs. The Board shall review and approve the comprehensive plan for educational technology and may require the revision of such plan as it deems necessary.

B. Each local school board shall adopt a divisionwide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement. The plan shall be developed with staff and community involvement and shall include, or be consistent with, all other divisionwide plans required by state and federal laws and regulations. Each local school board shall review the plan biennially and adopt any necessary revisions. Prior to the adoption of any divisionwide comprehensive plan or revisions thereto, each local school board shall post such plan or revisions on the division's Internet website if practicable, and, in any case, shall make a hard copy of the plan or revisions available for public inspection and copying and shall conduct at least one public hearing to solicit public comment on the divisionwide plan or revisions.

The divisionwide comprehensive plan shall include, but shall not be limited to, (i) the objectives of the school division, including strategies for first improving student achievement, particularly the achievement of educationally at-risk students, then maintaining high levels of student achievement; (ii) an assessment of the extent to which these objectives are being achieved; (iii) a forecast of enrollment changes; (iv) a plan for projecting and managing enrollment changes including consideration of the consolidation of schools to provide for a more comprehensive and effective delivery of instructional services to students and economies in school operations; (v) an evaluation of the appropriateness of establishing regional programs and services in cooperation

with neighboring school divisions; (vi) a plan for implementing such regional programs and services when appropriate; (vii) a technology plan designed to integrate educational technology into the instructional programs of the school division, including the school comprehensive technology plan for Virginia adopted by the Board of Education; (viii) an assessment of the needs of the school division and evidence of community participation, including parental participation, in the development of the plan; (ix) any corrective action plan required pursuant to § 22.1-253.13:3; and (x) a plan for parent and family involvement to include building successful school and parent partnerships that shall be developed with staff and community involvement, including participation by parents.

A report shall be presented by each school board to the public by November 1 of each odd-numbered year on the extent to which the objectives of the divisionwide comprehensive plan have been met during the previous two school years.

C. Each public school shall also prepare a comprehensive, unified, long-range plan, which the relevant school board shall consider in the development of its divisionwide comprehensive plan.

D. The Board of Education shall, in a timely manner, make available to local school boards information about where current Virginia school laws, Board regulations and revisions, and copies of relevant Opinions of the Attorney General of Virginia may be located online.

§ 22.1-253.13:7. Standard 7. School board policies.
A. Each local school board shall maintain and follow up-to-date policies. All school board policies shall be reviewed at least every five years and revised as needed.

B. Each local school board shall ensure that policies developed giving consideration to the views of teachers, parents, and other concerned citizens and addressing the following:
1. A system of two-way communication between employees and the local school board and its administrative staff whereby matters of concern can be discussed in an orderly and constructive manner;
2. The selection and evaluation of all instructional materials purchased by the school division, with clear procedures for handling challenged controversial materials;
3. The standards of student conduct and attendance and enforcement procedures designed to provide that public education be conducted in an atmosphere free of disruption and threat to persons or property and supportive of individual rights;
4. School-community communications and community involvement;
5. Guidelines to encourage parents to provide instructional assistance to their children in the home, which may include voluntary training for the parents of children in grades K through three;
6. Information about procedures for addressing concerns with the school division and recourse available to parents pursuant to § 22.1-87;
7. A cooperatively developed procedure for personnel evaluation appropriate to tasks performed by those being evaluated; and
8. Grievances, dismissals, etc., of teachers, and the implementation procedure prescribed by the General Assembly and the Board of Education, as provided in Article 3 (§ 22.1-306 et seq.) of Chapter 15 of this title, and the maintenance of copies of such procedures.

A current copy of the school division policies, including the Student Conduct Policy, shall be posted on the division's website and shall be available to employees and to the public. School boards shall ensure that printed copies of such policies are available as needed to citizens who do not have online access.

C. An annual announcement shall be made in each division at the beginning of the school year and, for parents of students enrolling later in the academic year, at the time of enrollment, advising the public that the policies are available in such places.

§ 22.1-253.13:8. Compliance.
The Standards of Quality prescribed in this chapter shall be the only standards of quality required by Article VIII, Section 2 of the Constitution of Virginia.

Each local school board shall provide, as a minimum, the programs and services, as provided in the Standards of Quality prescribed above, with state and local funds as apportioned by the General Assembly in the appropriation act and to the extent funding is provided by the General Assembly.

Each local school board shall report its compliance with the Standards of Quality to the Board of Education annually. The report of compliance shall be submitted to the Board of Education by the chairman of the local school board and the division superintendent.

Noncompliance with the Standards of Quality shall be included in the Board of Education's annual report to the Governor and the General Assembly as required by §22.1-18.

As required by § 22.1-18, 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 that have failed to establish and maintain schools meeting the existing prescribed Standards of Quality.

The Board of Education shall have authority to seek school division compliance with the foregoing Standards of Quality. When the Board of Education determines that a school division has failed or refused, and continues to fail or refuse, to comply with any such Standard, the Board may petition the circuit court having jurisdiction in the school division to mandate or otherwise enforce compliance with such standard, including the development or implementation of any required corrective action plan that a local school board has failed or refused to develop or implement in a timely manner.

APPENDIX D

Compliance with the Standards of Quality: 2006-2007

Divisions Reporting Full Compliance with All Provisions of the Standards of Quality for 2006-2007

Albemarle County
Alexandria City
Alleghany County
Amelia County
Appomattox County
Botetourt County
Buckingham County
Carroll County
Charlotte County
Clarke County
Colonial Heights City
Culpeper County
Cumberland County
Fairfax County
Falls Church City
Floyd County
Fluvanna County
Franklin County
Giles County
Gloucester County
Goochland County
Harrisonburg City
Highland County
King and Queen County
Lancaster County
Lee County
Lexington City
Loudoun County
Louisa County
Madison County
Manassas Park City
Mathews County
Middlesex County
Nelson County
New Kent County
Northumberland County
Nottoway County
Orange County
Patrick County
Poquoson City
Powhatan County
Prince George County
Radford City
Richmond County
Roanoke County
Russell County
Salem City
Scott County
Shenandoah County
Stafford County
Virginia Beach City
Warren County
Waynesboro City
West Point (Town of)
Winchester City
Wise County
York County

Divisions Reporting Non-Compliance with Certain Provisions of the Standards of Quality for 2006-2007

§ 22.1-253.13:1. Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.	
Buchanan County	The division requires students who fail all of the SOL tests at grades three through eight to attend summer school or other form of remediation. (C.3.) The division implements career exploration opportunities in the middle school grades. (D.1.d.) The division has implemented a process for identification of students with limited English proficiency and enrolls such students in appropriate instructional programs. (D.1.l.)
Petersburg City	The school division has implemented Standards of Learning objectives or the equivalent or standards that exceed the Board of Education's requirements. (B.1.)
§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel.	
Accomack County	The school board employs licensed instructional personnel qualified in the relevant subject areas. (B.1.)
Arlington County	The school board employs licensed instructional personnel qualified in the relevant subject areas. (B.1.)
Augusta County	The school board employs two full-time equivalent positions per 1,000 students in grades K-12, one who provides technology support and one who serves as an instructional technology teacher. (J.1.)
Bath County	The school board employs licensed instructional personnel qualified in the relevant subject areas. (B.1.)
Bedford County	The school board employs, at a minimum, full-time equivalent positions for any school that reports average daily membership as delineated in the standards: Guidance Counselors. (H.1.4)
Buchanan County	The school division employs in addition to the positions supported by basic aid and those in support of regular school year programs of prevention, intervention, and remediation, 17 full- time equivalent instructional positions for each 1,000 students identified as limited English proficient. (F.1.) The school board employs, at a minimum, full-time equivalent positions for any school that reports average daily membership as delineated in the standards: Principals, Assistant Principals, Librarians, and Guidance Counselors. (H.1.1., H.1.2., H.1.3., H.1.4)
Buena Vista City	The school board employs licensed instructional personnel qualified in the relevant subject areas. (B.1.)
Charlottesville City	The school board employs licensed instructional personnel qualified in the relevant subject areas. (B.1.)
Dickenson County	The school board employs licensed instructional personnel qualified in the relevant subject areas. (B.1.) The school board, annually, on or before January 1 reports to the public the actual pupil/teacher ratios (excluding resource personnel) in elementary school classrooms for the current year. The Board shall also report the pupil/teacher ratio including resource teachers. (M.1.)

§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel, continued:	
Frederick County	The school board employs two full-time equivalent positions per 1,000 students in grades K-12, one who provides technology support and one who serves as an instructional technology teacher. (J.1.)
Grayson County	The school board employs licensed instructional personnel qualified in the relevant subject areas. (B.1.) The school division employs in addition to the positions supported by basic aid and those in support of regular school year programs of prevention, intervention, and remediation, 17 full- time equivalent instructional positions for each 1,000 students identified as limited English proficient. (F.1.)
Greensville County	The school board employs licensed instructional personnel qualified in the relevant subject areas. (B.1.)
Hampton City	The school board employs two full-time equivalent positions per 1,000 students in grades K-12, one who provides technology support and one who serves as an instructional technology teacher. (J.1.)
Hanover County	The school board employs two full-time equivalent positions per 1,000 students in grades K-12, one who provides technology support and one who serves as an instructional technology teacher. (J.1.)
Hopewell City	The school board employs licensed instructional personnel qualified in the relevant subject areas. (B.1.) The school board employs, at a minimum, full-time equivalent positions for any school that reports average daily membership as delineated in the standards: Librarians. (H.1.3.) All combined schools in the school division meet the staffing (except for guidance counselors) requirements for the highest-grade level in the school. The requirement for guidance counselors meets the requirements based on enrollment at the various school organization levels. (K.1)
Isle of Wight County	The school board employs licensed instructional personnel qualified in the relevant subject areas. (B.1.)
King William County	The school board employs licensed instructional personnel qualified in the relevant subject areas. (B.1.) The school division has a ratio of pupils in average daily membership to full-time equivalent teaching positions (excluding special education teachers, principals, assistant principals, counselors, and librarians) no greater than the following ratios: Twenty-four to one in English classes in grades six through twelve (C.1.d.)
Martinsville City	The school board employs licensed instructional personnel qualified in the relevant subject areas. (B.1.)
Norton City	The school board employs licensed instructional personnel qualified in the relevant subject areas. (B.1.)
Rappahanock County	The school board employs licensed instructional personnel qualified in the relevant subject areas. (B.1.)
Westmoreland County	The school division has a ratio of pupils in average daily membership to full-time equivalent teaching positions (excluding special education teachers, principals, assistant principals, counselors, and librarians) no greater than the following ratios: Twenty-four to one in English classes in grades six through twelve (C.1.d.)

§ 22.1-253.13:3. Standard 3. Accreditation, other standards and evaluation. The following school divisions reported that not all schools were fully accredited:	
Accomack County	
Alexandria City	
Amherst County	
Augusta County	
Bland County	
Bristol City	
Brunswick County	
Buchanan County	
Campbell County	
Caroline County	
Charles City County	
Charlottesville City	
Chesapeake City	
Chesterfield County	
Colonial Beach (Town of)	
Covington City	
Craig County	
Danville City	
Dickenson County	
Dinwiddie County	
Essex County	
Fauquier County	
Franklin City	
Frederick County	
Fredericksburg City	
Galax City	
Grayson County	
Greene County	
Greensville County	
Halifax County	
Hampton City	
Henrico County	
Henry County	
Isle of Wight County	
King George County	
Lunenburg County	
Lynchburg City	
Manassas City	
Martinsville City	
Mecklenburg County	
Montgomery County	
Newport News City	
Norfolk City	

§ 22.1-253.13:3. Standard 3. Accreditation, other standards and evaluation. The following school divisions reported that not all schools were fully accredited, continued:	
Northampton County	
Page County	
Petersburg City	
Pittsylvania County	
Portsmouth City	
Prince Edward County	
Prince William County	
Pulaski County	
Richmond City	
Roanoke City	
Rockbridge County	
Rockingham County	
Smyth County	
Southampton County	
Spotsylvania County	
Staunton City	
Suffolk City	
Surry County	
Sussex County	
Tazewell County	
Washington County	
Westmoreland County	
Williamsburg-James City County	
Wythe County	
§ 22.1-253.13:4. Standard 4. Student achievement and graduation requirements.	
No divisions reported non-compliance with this standard.	
§ 22.1-253.13:5. Standard 5. Quality of classroom instruction and educational leadership.	
No divisions reported non-compliance with this standard.	
§ 22.1-253.13:6. Standard 6. Planning and public involvement.	
Buckingham County	The school board revises, extends, and adopts a divisionwide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement. The plan shall be developed with staff and community involvement and shall include, or be consistent with, all other divisionwide plans required by state and federal laws and regulations. The plan is reviewed biennially and revised as necessary. (B.1.)
Caroline County	The school board revises, extends, and adopts a divisionwide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement. The plan shall be developed with staff and community involvement and shall include, or be consistent with, all other divisionwide plans required by state and federal laws and regulations. The plan is reviewed biennially and revised as necessary. (B.1.)

§ 22.1-253.13:7. Standard 7. School board policies.	
Harrisonburg City	The school board policy manual did not contain information about procedures for addressing concerns with the school division and recourse available for parents for a judicial review of a school board action as provided for in § 22.1-87 of the Code. (B.1.6.)
§ 22.1-253.13:8. Standard 8. Compliance.	
No divisions reported non-compliance with this standard.	

Appendix E
List of Public Schools Rated Accreditation Denied, Accredited with Warning, or Conditionally Accredited: 2006- 2007

Schools Rated Accreditation Denied

Four schools in Petersburg City Public Schools have been denied accreditation for a second consecutive year because of continued low student achievement. These schools and areas of deficiency are as follows:

- A.P. Hill Elementary (English, mathematics and science)
- J.E.B. Stuart Elementary (English, mathematics, history/social science and science)
- Peabody Middle (English, mathematics, history/social science and science)
- Petersburg High (Mathematics and science)

A fifth Petersburg school, Vernon Johns Middle, was denied accreditation for the first time because of low achievement in English, mathematics and history/social science.

Schools Rated Accredited with Warning

The number of schools accredited with warning decreased to 102, compared with 138 last year. Forty-six schools that were on academic warning last year achieved full accreditation, including 19 elementary schools, 24 middle schools, one high school and two combined schools. Forty-five schools slipped from full accreditation to accredited with warning.

Division	School
Alexandria City	Francis C Hammond Middle
Alexandria City	George Washington Middle
Amelia County	Amelia County Middle
Amherst County	Amherst Middle School
Amherst County	Monelison Middle
Arlington County	Gunston Middle
Arlington County	Kenmore Middle
Augusta County	Beverley Manor Middle
Bland County	Rocky Gap Elementary
Brunswick County	James S. Russell Middle
Buchanan County	Hurley Middle
Brunswick County	James S. Russell Middle
Buchanan County	Hurley Middle
Buchanan County	Russell Prater Elementary
Buckingham County	Buckingham Co. Middle
Buckingham County	Dillwyn Primary
Carroll County	Woodlawn School
Charles City County	Charles City Co. High
Chesterfield County	Falling Creek Middle
Chesterfield County	Meadowbrook High
Chesterfield County	Salem Church Middle

Accredited with Warning continued: Colonial Beach	Colonial Beach Elementary
Covington City	Jeter-Watson Intermediate
Craig County	Craig County High
Culpeper County	Culpeper Middle
Danville City	O. Trent Bonner Middle School
Danville City	Westwood Middle
Dickenson County	Ervinton Elementary
Fairfax County	Glasgow Middle
Fairfax County	Holmes Middle
Fauquier County	W. C. Taylor Middle
Franklin City	Joseph P. King Jr. Middle
Frederick County	Frederick County Middle
Galax City	Galax Middle
Grayson County	Independence Middle
Greensville County	Belfield Elementary
Halifax County	Halifax County Middle
Hampton City	C. Alton Lindsay Middle
Hampton City	Jane H. Bryan Elementary
Henrico County	Fairfield Middle
Henrico County	Rolfe Middle
Henrico County	Va. Randolph Comm. High
Henry County	Laurel Park Middle School
King George County	Potomac Elementary
King William County	Hamilton Holmes Middle
Loudoun County	Sterling Middle
Lynchburg City	Paul L. Dunbar Mid. For Innov.
Lynchburg City	Sandusky Middle
Manassas City	Grace E. Metz Middle School
Montgomery County	Christiansburg Middle
Montgomery County	Shawsville Middle
Newport News City	Achievable Dream Academy
Newport News City	B. T. Washington Middle School
Newport News City	Crittenden Middle
Newport News City	Homer L. Hines Middle
Newport News City	Mary Passage Middle
Norfolk City	Blair Middle
Norfolk City	Lafayette-Winona Middle
Norfolk City	Northside Middle
Norfolk City	Norview Middle
Norfolk City	Rosemont Middle
Norfolk City	Ruffner Middle
Northampton County	Northampton Middle
Orange County	Locust Grove Middle
Orange County	Prospect Heights Middle

Accredited with Warning continued: Petersburg City	Blandford Academy
Pittsylvania County	Gretna Middle
Portsmouth City	Brighton Elementary School
Portsmouth City	Park View Elementary
Portsmouth City	Victory Elementary
Prince William County	Fred M. Lynn Middle
Prince William County	Mills E. Godwin Middle
Prince William County	Stuart M. Beville Middle
Pulaski County	Dublin Middle
Richmond City	Binford Middle
Richmond City	Blackwell Elementary
Richmond City	Elkhardt Middle
Richmond City	Fred D. Thompson Middle
Richmond City	Lucille M. Brown Middle
Richmond City	Martin Luther King, Jr. Middle School
Richmond City	Oak Grove/Bellemeade Elementary
Roanoke City	Breckinridge Middle
Roanoke City	Fairview Magnet Elementary
Roanoke City	Lincoln Terrace Saturn Network
Roanoke City	Roanoke Acdmy/Math & Sc
Roanoke City	William Ruffner Middle
Rockbridge County	Rockbridge Middle
Southampton County	Southampton Middle
Spotsylvania County	Berkeley Elementary
Spotsylvania County	Chancellor Middle
Spotsylvania County	Post Oak Middle
Stafford County	Donald B. Dixon-Lyle R. Smith Middle
Suffolk City	John F. Kennedy Middle
Suffolk City	King`S Fork Middle
Tazewell County	Tazewell High
Washington County	Glade Spring Middle
Washington County	Wallace Middle
Waynesboro City	Kate Collins
Westmoreland County	Montross Middle
Williamsburg-James City County	James Blair Middle
Wythe County	Fort Chiswell Middle
Wythe County	Rural Retreat Middle
Wythe County	Scott Memorial Middle

Schools Rated Conditionally Accredited

The Board of Education granted conditional accreditation to 28 schools that are in the process of implementing reconstitution plans after not meeting accreditation standards for four consecutive years. Schools that are granted conditional accreditation have three years to raise student achievement to state standards and must apply annually for this rating. While these schools again fell short of the requirements for full accreditation, all are making significant changes in staff, governance, instructional program or a combination of these.

Division	School(s)
Alexandria	Jefferson-Houston Elementary
Caroline County	Caroline Middle
Charles City County	Charles City County Middle
Dinwiddie County	Dinwiddie County Middle
Essex County	Essex Intermediate
Grayson County	Baywood Elementary, Mt. Rogers Combined, and Providence Elementary
Hampton City	Hampton Harbour Academy, C. Vernon Spratley Middle and Francis Mallory Elementary
Henrico County	L. Douglas Wilder Middle and New Bridge Elementary
Newport News	Huntington Middle
Norfolk City	Lake Taylor Middle
Portsmouth City	Craddock Middle
Prince Edward County	Prince Edward Middle
Pulaski County	Pulaski Middle
Richmond City	Chandler Middle and Thomas Boushall Middle
Roanoke City	Lucy Addison Middle, Forest Park Elementary and Stonewall Jackson Middle
Rockbridge County	Maury River Middle
Surry County	Luther P. Jackson Middle
Sussex County	Sussex Central Middle
Tazewell County	Richlands Middle and Tazewell Middle