



## Newbern Elementary

5470 Lyons Rd, Dublin, VA 24084

Grade Span: PK-05

### Pulaski County Public Schools

**Principal:**  
**Mr. Joseph Reed**  
**(540) 643-0639**

**Superintendent:**  
**Dr. Donald E. Stowers**  
**(540) 994-2550**

**School's Designation:**  
**Not In Improvement**

The Commonwealth of Virginia is committed to providing quality education for all students. This commitment includes keeping parents and the public informed through the Virginia School Report Card of the progress of our schools in raising student achievement and enhancing the learning environment. The ratings for Adequate Yearly Progress (AYP) and school accreditation for specific school year are based on the achievement of students on tests taken during the previous academic year.

AYP ratings are preliminary and subject to change based on corrections to student-level records submitted by school divisions and the receipt of additional data.

**This School's Focus Area(s):**

General Education, Remedial Program, Special Education, Talented/Gifted Program

This School - **Made AYP**  
 This School Division - **Made AYP**  
 The State - **Made AYP**

Annual Measurable Objective for Mathematics is **75**  
 Annual Measurable Objective for Reading/Language Arts is **77**

### School - Summary

This table provides summary information on enrollment, accountability ratings, and whether the school is required to implement a plan to raise achievement in English or Mathematics. Ratings are based on the achievement results on tests taken during the previous academic year and are subject to change based on corrections and additions to student-level records submitted by school divisions.

School - Summary			
	2006-2007	2007-2008	2008-2009
Student Population	115	113	*
AYP Status	Made AYP	Made AYP	Made AYP
Open Status	Open	Open	Open
School Improvement	Not In Improvement	Not In Improvement	Not In Improvement
English Improvement	Not In Improvement	Not In Improvement	Not In Improvement
Mathematics Improvement	Not In Improvement	Not In Improvement	Not In Improvement
LEP Reading Exempt	-	-	-

Key: < = A group below state definition for personally identifiable results  
 - = No data for group  
 \* = Data not yet available

### Accreditation Adjusted Pass Rates

The Commonwealth of Virginia accredits schools based on the overall achievement of students on Standards of Learning (SOL) tests and approved substitute assessments in English, mathematics, history/social science, and science. Adjusted pass rates represent achievement in all tested grade levels and allowances made for transfer students and limited English proficient students and credit awarded schools for the successful remediation of students.

Accreditation Adjusted Pass Rates			
Subject	2006-2007	2007-2008	2008-2009
Grade 3 - 5 English	-	87	*
Grade 3 & 5 English	86	-	*
Grade 4, 6, 7, 8 & EOC English	87	-	*
Mathematics	86	91	*
Grade 3 History	92	100	*
History	89	90	*
Grade 3 Science	96	100	*
Science	83	95	*

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## School - Fall Membership

School membership (enrollment) is reported on September 30 of each school year.

School - Fall Membership			
Grade	2005-2006	2006-2007	2007-2008
PK	1	-	-
KG	16	23	16
01	15	20	22
02	13	18	22
03	25	13	18
04	20	21	15
05	19	20	20

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 - = No data for group  
 \* = Data not yet available

## School - School Safety

Virginia's accreditation standards require school report cards to include information about school safety. The Offense Categories that are listed are the same as the offense categories defined in the Safe Schools Information Resource (SSIR) available on the VDOE Web site.

School - School Safety			
Offense Category	2005-2006	2006-2007	2007-2008
Weapons Offenses	0	0	*
Offenses Against Student	0	0	*
Offenses Against Staff	0	1	*
Other Offenses Against Persons	0	3	*
Alcohol, Tobacco, and Other Drug Offenses	0	1	*
Property Offenses	0	4	*
Disorderly or Disruptive Behavior Offenses	0	1	*
Technology Offenses	0	0	*
All Other Offenses	1	0	*

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 - = No data for group  
 \* = Data not yet available

## Percentage of Students Passing/Tested/Not Tested

Schools, school divisions, and states are rated according to the progress toward the goals of the No Child Left Behind Act of 2001 (NCLB). This federal law requires states to set annual benchmarks for achievement in reading and mathematics leading to 100 percent proficiency by 2014. Schools, school divisions, and states that meet or exceed all annual benchmarks toward this goal are rated as having made adequate yearly progress (AYP). Schools, school divisions, states must test at least 95 percent of students overall, and 95 percent of students in each of the following subgroups: white, black, Hispanic, students with disabilities, limited English proficient students, and students identified as disadvantaged. Annual accountability ratings are based on achievement during the previous academic year or combined achievement from the three most recent years. **Only student subgroups represented are listed.**

Percentage of Students Passing/Tested/Not Tested										
Student Subgroup	Type	2005-2006			2006-2007			2007-2008		
		Passed	Tested	Not Tested	Passed	Tested	Not Tested	Passed	Tested	Not Tested
<b>English Performance</b>										
All Students	School	89	100	0	89	100	0	78	100	0
	Division	77	100	0	77	99	1	81	100	0
	State	84	100	0	85	100	0	87	100	0
Black Students	School	<	<	<	<	<	<	<	<	<
	Division	65	100	0	59	98	2	66	99	1
	State	73	99	1	76	99	1	78	99	1
White Students	School	92	100	0	92	100	0	79	100	0
	Division	78	100	0	78	100	0	82	100	0
	State	89	100	0	90	100	0	91	100	0
Students with Disabilities	School	93	100	0	<	<	<	<	<	<
	Division	52	100	0	42	98	2	50	99	1
	State	64	100	0	62	99	1	67	99	1
Students Identified as Disadvantaged	School	86	100	0	76	100	0	79	100	0
	Division	69	100	0	67	99	1	74	99	1
	State	73	99	1	73	99	1	77	99	1
<b>Mathematics Performance</b>										
All Students	School	85	100	0	91	100	0	86	100	0
	Division	68	100	0	73	100	0	80	100	0
	State	76	100	0	80	99	1	84	100	0
Black Students	School	<	<	<	<	<	<	<	<	<
	Division	56	100	0	57	100	0	66	99	1
	State	62	99	1	68	99	1	73	99	1
White Students	School	90	100	0	94	100	0	87	100	0
	Division	69	100	0	74	100	0	81	100	0
	State	81	100	0	85	100	0	88	100	0
Students with Disabilities	School	57	100	0	<	<	<	<	<	<
	Division	40	100	0	42	99	1	54	99	1
	State	53	100	0	58	99	1	65	99	1
Students Identified as Disadvantaged	School	77	100	0	88	100	0	79	100	0
	Division	58	100	0	63	100	0	71	100	0
	State	62	99	1	67	99	1	73	99	1
<b>Science Performance</b>										
All Students	School	90	100	0	97	100	0	81	100	0
	Division	81	100	0	80	100	0	84	99	1
	State	85	97	3	88	98	2	88	98	2
Black Students	School	<	<	<	-	<	<	<	<	<
	Division	59	100	0	-	<	<	70	99	1
	State	73	96	4	-	<	<	79	98	2
White Students	School	92	100	0	97	100	0	83	100	0
	Division	83	100	0	82	100	0	85	100	0
	State	91	99	1	93	99	1	94	99	1
Students with Disabilities	School	<	<	<	<	<	<	<	<	<
	Division	56	100	0	52	100	0	58	98	2
	State	65	92	8	67	92	8	69	95	5
Students Identified as Disadvantaged	School	89	100	0	100	100	0	73	100	0
	Division	74	100	0	71	100	0	77	99	1
	State	74	95	5	77	95	5	78	97	3
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available										

## Other Academic Indicators

NCLB requires schools, school divisions and states to make progress in additional areas, such as science, history, writing, attendance and graduation. **Only student subgroups represented are listed.**

Other Academic Indicators				
Student Subgroup	Type	2005-2006 Percentage	2006-2007 Percentage	2007-2008 Percentage
<b>Writing Performance</b>				
All Students	School	-	79	81
	Division	-	82	82
	State	-	89	89
Black Students	School	-	-	<
	Division	-	-	64
	State	-	-	82
White Students	School	-	79	84
	Division	-	83	84
	State	-	92	92
Students with Disabilities	School	-	<	<
	Division	-	47	42
	State	-	61	61
Students Identified as Disadvantaged	School	-	<	<
	Division	-	73	72
	State	-	80	79
<b>History Performance</b>				
All Students	School	-	94	84
	Division	-	81	86
	State	-	86	88
Black Students	School	-	-	<
	Division	-	-	67
	State	-	-	79
White Students	School	-	94	86
	Division	-	82	87
	State	-	90	92
Students with Disabilities	School	-	<	<
	Division	-	53	62
	State	-	66	70
Students Identified as Disadvantaged	School	-	92	73
	Division	-	70	78
	State	-	74	77
<b>Science Performance</b>				
All Students	School	90	97	81
	Division	81	80	84
	State	85	88	88
Black Students	School	<	-	<
	Division	59	-	70
	State	73	-	79
White Students	School	92	97	83
	Division	83	82	85
	State	91	93	94
Students with Disabilities	School	<	<	<
	Division	56	52	58
	State	65	67	69
Students Identified as Disadvantaged	School	89	100	73
	Division	74	71	77
	State	74	77	78
<b>Attendance Rate</b>				
All Students	School	96	96	100
	Division	96	95	95
	State	95	95	95
Black Students	School	<	<	<
	Division	96	94	94
	State	95	95	95
Hispanic Students	School	-	-	<

Other Academic Indicators				
Student Subgroup	Type	2005-2006 Percentage	2006-2007 Percentage	2007-2008 Percentage
	Division	-	-	95
	State	-	-	95
White Students	School	96	96	100
	Division	96	95	95
	State	95	95	95
Students with Disabilities	School	98	95	<
	Division	95	93	93
	State	94	94	94
Students Identified as Disadvantaged	School	95	94	100
	Division	95	93	93
	State	94	94	94

Notes:  
 Science Performance: the percentage of students passing science  
 Attendance Rate: average daily attendance percentage

Key: < = A group below state definition for personally identifiable results  
 - = No data for group  
 \* = Data not yet available

## AYP Objectives

No Child Left Behind requires states to set annual objectives for proficiency in reading, mathematics and participation in testing in these subjects. In addition, schools, school divisions and the commonwealth also must meet objectives for other indicators of academic achievement, including attendance, science, writing, history/social science and graduation. The table below shows how many and which AYP objectives were met.

AYP Objectives			
Annual Measurable Objectives	2005-2006	2006-2007	2007-2008
English Participation - All Students	Y	Y	Y
English Participation - Black Students	Y	Y	Y
English Participation - Hispanic Students	Y	Y	Y
English Participation - Limited English Proficient Students	Y	Y	Y
English Participation - Students Identified as Disadvantaged	Y	Y	Y
English Participation - Students with Disabilities	Y	Y	Y
English Participation - White Students	Y	Y	Y
English Performance - All Students	Y	Y	Y
English Performance - Black Students	Y	Y	Y
English Performance - Hispanic Students	Y	Y	Y
English Performance - Limited English Proficient Students	Y	Y	Y
English Performance - Students Identified as Disadvantaged	Y	Y	Y
English Performance - Students with Disabilities	Y	Y	Y
English Performance - White Students	Y	Y	Y
Mathematics Participation - All Students	Y	Y	Y
Mathematics Participation - Black Students	Y	Y	Y
Mathematics Participation - Hispanic Students	Y	Y	Y
Mathematics Participation - Limited English Proficient Students	Y	Y	Y
Mathematics Participation - Students Identified as Disadvantaged	Y	Y	Y
Mathematics Participation - Students with Disabilities	Y	Y	Y
Mathematics Participation - White Students	Y	Y	Y
Mathematics Performance - All Students	Y	Y	Y
Mathematics Performance - Black Students	Y	Y	Y
Mathematics Performance - Hispanic Students	Y	Y	Y
Mathematics Performance - Limited English Proficient Students	Y	Y	Y
Mathematics Performance - Students Identified as Disadvantaged	Y	Y	Y
Mathematics Performance - Students with Disabilities	Y	Y	Y
Mathematics Performance - White Students	Y	Y	Y
Other Academic Indicator - All Students	Y	Y	Y
Key: Y = Met objectives N = Did not meet objectives RN = Reduced failure by ten percent but did not meet other academic indicator			

## Assessment Results at each Proficiency Level by Subgroup

The Virginia Assessment Program includes Standards of Learning (SOL) tests and other statewide assessments in English, history/social science, mathematics, and science. The tables below provide information for the three most recent years on the achievement of students on these tests, including percentages of students who demonstrate proficiency and advanced proficiency. Annual accountability ratings are based on achievement during the previous academic year or combined achievement from the three most recent years. **Only student subgroups represented are listed.**

Assessment Results at each Proficiency Level by Subgroup													
Student Subgroup	Type	2005-2006				2006-2007				2007-2008			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
<b>English: Reading</b>													<b>Grade 3</b>
All Students	School	50	38	88	13	21	71	93	7	19	38	56	44
	Division	35	45	80	20	31	41	72	28	27	46	73	27
	State	39	45	84	16	37	44	80	20	39	45	84	16
Female Students	School	36	57	93	7	<	<	<	<	<	<	<	<
	Division	38	44	82	18	33	42	76	24	27	48	75	25
	State	40	45	85	15	39	44	83	17	42	45	87	13
Male Students	School	70	10	80	20	<	<	<	<	<	<	<	<
	Division	32	46	78	22	28	40	68	32	27	45	72	28
	State	37	45	82	18	35	44	78	22	35	46	81	19
White Students	School	55	41	95	5	25	67	92	8	19	38	56	44
	Division	36	46	82	18	32	41	73	27	28	46	74	26
	State	47	41	88	12	45	42	87	13	45	43	88	12
Students with Disabilities	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	18	33	51	49	7	32	39	61	16	21	37	63
	State	25	45	71	29	24	39	62	38	28	40	67	33
Students Identified as Disadvantaged	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	25	47	72	28	19	44	63	37	16	49	66	34
	State	23	51	74	26	22	47	69	31	25	50	75	25
<b>Mathematics</b>													<b>Grade 3</b>
All Students	School	46	46	92	8	43	57	100	0	44	25	69	31
	Division	45	43	89	11	39	42	82	18	46	39	85	15
	State	52	38	90	10	48	41	89	11	51	38	89	11
Female Students	School	43	50	93	7	<	<	<	<	<	<	<	<
	Division	41	48	90	10	40	43	82	18	47	39	86	14
	State	51	39	90	10	48	41	89	11	51	39	89	11
Male Students	School	50	40	90	10	<	<	<	<	<	<	<	<
	Division	49	38	87	13	39	42	81	19	45	39	84	16
	State	52	37	89	11	49	40	89	11	52	37	89	11
White Students	School	50	50	100	0	50	50	100	0	44	25	69	31
	Division	47	43	90	10	41	42	83	17	48	36	84	16
	State	61	33	93	7	57	36	93	7	61	33	93	7
Students with Disabilities	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	18	49	67	33	9	40	49	51	21	34	55	45
	State	32	43	75	25	31	43	74	26	32	42	74	26
Students Identified as Disadvantaged	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	38	46	84	16	32	40	72	28	39	41	80	20
	State	35	48	83	17	32	49	81	19	34	47	81	19
<b>Science</b>													<b>Grade 3</b>
All Students	School	50	46	96	4	36	64	100	0	31	44	75	25
	Division	38	56	94	6	24	54	78	22	35	47	82	18
	State	40	50	90	10	39	49	88	12	39	49	88	12
Female Students	School	50	43	93	7	<	<	<	<	<	<	<	<
	Division	43	52	95	5	23	54	77	23	35	50	85	15
	State	38	52	90	10	37	51	88	12	38	50	89	11
Male Students	School	50	50	100	0	<	<	<	<	<	<	<	<
	Division	33	60	93	7	26	54	80	20	35	43	79	21
	State	42	48	90	10	41	48	89	11	39	49	88	12
White Students	School	55	45	100	0	42	58	100	0	31	44	75	25
	Division	40	55	94	6	26	54	79	21	37	46	83	17
	State	50	45	95	5	49	44	93	7	48	45	93	7
Students with Disabilities	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	12	66	78	22	11	35	46	54	5	50	55	45
	State	27	50	77	23	26	48	74	26	25	48	73	27

Assessment Results at each Proficiency Level by Subgroup

Student Subgroup	Type	2005-2006				2006-2007				2007-2008			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
Students Identified as Disadvantaged	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	31	59	90	10	17	55	71	29	28	49	77	23
	State	23	59	82	18	23	57	80	20	23	56	79	21
<b>History and Social Science</b>													<b>Grade 3</b>
All Students	School	50	42	92	8	64	36	100	0	63	19	81	19
	Division	50	39	89	11	50	36	86	14	59	28	87	13
	State	57	34	91	9	64	29	92	8	66	27	93	7
Female Students	School	50	43	93	7	<	<	<	<	<	<	<	<
	Division	52	37	89	11	49	39	88	12	58	31	89	11
	State	57	35	92	8	64	29	93	7	66	27	93	7
Male Students	School	50	40	90	10	<	<	<	<	<	<	<	<
	Division	47	41	88	12	52	32	84	16	60	25	86	14
	State	57	33	91	9	64	28	92	8	66	26	92	8
White Students	School	55	41	95	5	75	25	100	0	63	19	81	19
	Division	52	37	89	11	53	34	87	13	61	28	89	11
	State	65	29	94	6	72	23	95	5	74	21	95	5
Students with Disabilities	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	17	44	61	39	15	35	50	50	17	52	69	31
	State	35	42	78	22	41	38	79	21	44	36	79	21
Students Identified as Disadvantaged	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	37	47	83	17	43	38	81	19	45	37	81	19
	State	39	45	84	16	47	39	86	14	49	38	86	14
<b>English: Reading</b>													<b>Grade 4</b>
All Students	School	55	30	85	15	45	35	80	20	58	33	92	8
	Division	35	42	77	23	30	49	79	21	37	43	80	20
	State	42	45	86	14	47	40	87	13	47	41	88	12
Female Students	School	62	23	85	15	36	45	82	18	<	<	<	<
	Division	33	42	75	25	33	48	81	19	41	45	86	14
	State	43	45	88	12	49	40	89	11	50	40	90	10
Male Students	School	<	<	<	<	<	<	<	<	60	30	90	10
	Division	36	42	78	22	28	49	77	23	32	41	73	27
	State	40	45	85	15	45	41	86	14	45	42	87	13
White Students	School	55	30	85	15	50	39	89	11	58	33	92	8
	Division	37	41	77	23	31	49	80	20	37	43	80	20
	State	50	41	90	10	55	37	91	9	55	37	92	8
Students with Disabilities	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	27	40	68	32	11	30	41	59	20	30	50	50
	State	26	46	72	28	29	41	69	31	33	40	73	27
Students Identified as Disadvantaged	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	22	46	69	31	23	49	72	28	28	43	71	29
	State	25	53	77	23	30	48	78	22	32	49	81	19
<b>Mathematics</b>													<b>Grade 4</b>
All Students	School	45	40	85	15	30	50	80	20	33	58	92	8
	Division	24	41	65	35	24	50	74	26	34	43	77	23
	State	34	44	77	23	37	44	81	19	42	42	84	16
Female Students	School	46	38	85	15	18	64	82	18	<	<	<	<
	Division	24	35	58	42	26	50	76	24	35	47	82	18
	State	32	45	77	23	36	45	81	19	40	44	84	16
Male Students	School	<	<	<	<	<	<	<	<	30	60	90	10
	Division	24	47	71	29	22	50	72	28	32	40	72	28
	State	35	43	78	22	39	42	81	19	44	40	84	16
White Students	School	45	40	85	15	33	56	89	11	33	58	92	8
	Division	25	42	67	33	24	52	76	24	35	43	78	22
	State	41	43	84	16	44	42	86	14	49	40	89	11
Students with Disabilities	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	16	40	56	44	9	31	40	60	13	30	43	57
	State	20	38	59	41	23	39	62	38	27	42	69	31
Students Identified as Disadvantaged	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	15	41	56	44	14	54	68	32	23	47	70	30
	State	18	45	64	36	22	47	69	31	26	48	74	26

Assessment Results at each Proficiency Level by Subgroup

Student Subgroup	Type	2005-2006				2006-2007				2007-2008			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
<b>English: Reading</b>													<b>Grade 5</b>
All Students	School	33	61	94	6	58	37	95	5	29	57	86	14
	Division	39	50	88	12	36	46	82	18	33	54	87	13
	State	42	45	87	13	36	51	87	13	42	47	89	11
Female Students	School	<	<	<	<	54	38	92	8	25	50	75	25
	Division	42	47	89	11	36	49	85	15	40	48	88	12
	State	44	45	89	11	38	51	89	11	45	46	91	9
Male Students	School	36	64	100	0	<	<	<	<	<	<	<	<
	Division	35	52	87	13	35	44	79	21	25	61	86	14
	State	40	45	85	15	34	51	85	15	39	49	88	12
Black Students	School	<	<	<	<	-	-	-	-	<	<	<	<
	Division	22	52	74	26	-	-	-	-	22	57	78	22
	State	24	53	77	23	-	-	-	-	27	55	82	18
White Students	School	35	59	94	6	58	37	95	5	32	58	89	11
	Division	40	50	90	10	37	46	84	16	33	54	88	12
	State	50	41	91	9	43	48	91	9	49	44	93	7
Students with Disabilities	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	18	52	70	30	14	48	63	38	10	55	64	36
	State	23	49	72	28	21	47	68	32	27	47	73	27
Students Identified as Disadvantaged	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	26	54	80	20	24	51	75	25	26	59	85	15
	State	25	53	78	22	21	57	77	23	26	55	82	18
<b>English: Writing</b>													<b>Grade 5</b>
All Students	School	13	60	73	27	5	74	79	21	5	76	81	19
	Division	15	73	88	12	21	64	86	14	14	67	81	19
	State	32	57	89	11	26	63	89	11	23	64	87	13
Female Students	School	<	<	<	<	8	69	77	23	8	67	75	25
	Division	22	69	91	9	28	61	89	11	22	63	85	15
	State	39	53	92	8	33	60	93	7	28	62	91	9
Male Students	School	20	60	80	20	<	<	<	<	<	<	<	<
	Division	9	76	85	15	15	68	83	17	6	71	77	23
	State	25	60	85	15	20	66	86	14	18	65	83	17
Black Students	School	<	<	<	<	-	-	-	-	<	<	<	<
	Division	10	62	72	28	-	-	-	-	4	48	52	48
	State	20	63	82	18	-	-	-	-	13	66	79	21
White Students	School	14	64	79	21	5	74	79	21	5	79	84	16
	Division	15	74	89	11	22	65	87	13	15	69	84	16
	State	37	54	92	8	31	61	92	8	27	63	90	10
Students with Disabilities	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	2	59	61	39	4	45	49	51	0	46	46	54
	State	9	52	61	39	8	55	63	37	8	52	59	41
Students Identified as Disadvantaged	School	10	70	80	20	<	<	<	<	<	<	<	<
	Division	7	73	79	21	13	67	80	20	8	66	74	26
	State	17	63	80	20	14	68	82	18	12	66	77	23
<b>Mathematics</b>													<b>Grade 5</b>
All Students	School	61	17	78	22	68	26	95	5	67	29	95	5
	Division	33	46	79	21	34	46	80	20	49	37	86	14
	State	45	38	83	17	48	38	87	13	53	35	88	12
Female Students	School	<	<	<	<	62	31	92	8	67	25	92	8
	Division	39	42	81	19	36	43	79	21	53	34	87	13
	State	46	39	84	16	49	39	88	12	54	36	89	11
Male Students	School	55	18	73	27	<	<	<	<	<	<	<	<
	Division	27	51	77	23	32	49	81	19	44	41	85	15
	State	44	37	82	18	48	37	86	14	52	35	87	13
Black Students	School	<	<	<	<	-	-	-	-	<	<	<	<
	Division	15	44	59	41	-	-	-	-	35	43	78	22
	State	30	44	74	26	-	-	-	-	38	43	81	19
White Students	School	65	18	82	18	68	26	95	5	74	26	100	0
	Division	34	46	80	20	35	47	82	18	50	36	86	14
	State	52	36	87	13	55	35	90	10	60	32	92	8

Assessment Results at each Proficiency Level by Subgroup													
Student Subgroup	Type	2005-2006				2006-2007				2007-2008			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
Students with Disabilities	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	11	45	55	45	27	41	68	32	26	38	64	36
	State	25	38	63	37	29	40	70	30	34	39	73	27
Students Identified as Disadvantaged	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	22	44	66	34	24	49	73	27	41	43	84	16
	State	30	43	73	27	34	44	78	22	39	42	81	19
<b>Science</b>												<b>Grade 5</b>	
All Students	School	17	67	83	17	26	68	95	5	29	57	86	14
	Division	20	67	87	13	16	64	80	20	21	68	89	11
	State	23	62	85	15	25	63	88	12	24	64	88	12
Female Students	School	<	<	<	<	31	62	92	8	17	67	83	17
	Division	18	70	88	12	15	60	75	25	18	69	87	13
	State	20	63	83	17	22	65	87	13	21	66	87	13
Male Students	School	27	73	100	0	<	<	<	<	<	<	<	<
	Division	22	64	86	14	18	67	85	15	24	67	91	9
	State	26	61	86	14	27	61	88	12	27	62	89	11
Black Students	School	<	<	<	<	-	-	-	-	<	<	<	<
	Division	7	67	74	26	-	-	-	-	13	52	65	35
	State	10	62	72	28	-	-	-	-	12	67	80	20
White Students	School	18	65	82	18	26	68	95	5	32	58	89	11
	Division	21	68	89	11	18	65	83	17	21	70	91	9
	State	29	61	91	9	31	61	93	7	30	63	93	7
Students with Disabilities	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	9	50	59	41	5	52	57	43	9	53	63	37
	State	15	51	66	34	15	55	70	30	17	55	71	29
Students Identified as Disadvantaged	School	18	73	91	9	<	<	<	<	<	<	<	<
	Division	13	66	80	20	8	64	72	28	18	67	85	15
	State	11	62	73	27	12	66	78	22	12	67	79	21
<b>Virginia Studies</b>												<b>Content Specific</b>	
All Students	School	17	72	89	11	30	60	90	10	33	52	86	14
	Division	38	45	83	17	28	44	73	27	45	41	86	14
	State	45	40	85	15	39	43	83	17	39	44	83	17
Female Students	School	<	<	<	<	36	50	86	14	17	67	83	17
	Division	39	47	85	15	24	44	68	32	40	48	87	13
	State	41	43	84	16	37	45	82	18	36	47	82	18
Male Students	School	27	64	91	9	<	<	<	<	<	<	<	<
	Division	38	43	82	18	33	45	77	23	50	35	85	15
	State	48	38	86	14	42	41	83	17	41	43	84	16
Black Students	School	<	<	<	<	-	-	-	-	<	<	<	<
	Division	30	41	70	30	-	-	-	-	23	50	73	27
	State	28	47	75	25	-	-	-	-	24	49	73	27
White Students	School	18	76	94	6	32	58	89	11	37	53	89	11
	Division	39	45	85	15	30	44	74	26	46	40	87	13
	State	52	37	90	10	47	41	88	12	46	43	88	12
Students with Disabilities	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	15	44	59	41	4	36	40	60	15	41	56	44
	State	27	41	68	32	20	41	60	40	20	41	61	39
Students Identified as Disadvantaged	School	18	64	82	18	<	<	<	<	<	<	<	<
	Division	28	43	72	28	21	38	60	40	33	49	81	19
	State	27	47	74	26	23	47	71	29	24	48	71	29
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available													

## Career and Technical Education

Secondary schools report the number industry certifications and state licenses earned by students and the number of National Occupational Competency Testing Institute (NOCTI) assessments passed by students.

Career and Technical Education				
	Type	Count		
		2005-2006	2006-2007	2007-2008
NOCTI Assessments	School	*	*	*
	Division	0	0	*
	State	1008	1917	*
State Licensures	School	*	*	*
	Division	11	17	*
	State	1172	1039	*
Industry Certification	School	*	*	*
	Division	0	0	*
	State	7935	10369	*
CTE Completers	School	*	*	*
	Division	104	149	177
	State	29399	31042	35026

Key: < = A group below state definition for personally identifiable results  
 - = No data for group  
 \* = Data not yet available

## Percentage of Core Academic Classes Taught by Teachers Not Meeting the Federal

### Definition of Highly Qualified

Virginia recognizes the importance of teacher quality in raising student achievement. This table provides the percentage of core academic classes taught by teachers teaching outside of their area of endorsement.

Percentage of Core Academic Classes Taught by Teachers Not Meeting the Federal Definition of Highly Qualified			
School type	2005-2006	2006-2007	2007-2008
<b>School</b>			
This school	0	0	0
<b>Division</b>			
All Schools	4	1	0
<b>State</b>			
All Schools	5	3	2
Notes:			
- High poverty means schools in the top quartile of poverty in the state.			
- Low poverty means schools in the bottom quartile of poverty in the state.			
- NCLB defines core academic subjects as: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history and geography.			
Key: < = A group below state definition for personally identifiable results			
- = No data for group			
* = Data not yet available			

### Provisionally and Conditionally Licensed Teachers

This table reports the percentage of teachers teaching with provisional or special education conditional credentials.

Provisionally and Conditionally Licensed Teachers			
Credential type	2005-2006	2006-2007	2007-2008
<b>Division</b>			
Provisional	5	5	5
Special Education Conditional	3	2	3
<b>State</b>			
Provisional	7	7	7
Special Education Conditional	2	2	2
Key: < = A group below state definition for personally identifiable results			
- = No data for group			
* = Data not yet available			

### Teacher Education Attainment

This table reports the percentage of teachers with bachelor's, master's, or doctorate degrees by highest degree earned.

Teacher Education Attainment			
Degree type	2005-2006	2006-2007	2007-2008
<b>School</b>			
Bachelor's Degree	53	57	33
Master's Degree	47	43	67
Doctoral Degree	0	0	0
<b>Division</b>			
Bachelor's Degree	51	54	53
Master's Degree	45	43	43
Doctoral Degree	2	2	2
<b>State</b>			
Bachelor's Degree	48	49	50
Master's Degree	50	49	48
Doctoral Degree	1	1	1
Key: < = A group below state definition for personally identifiable results			
- = No data for group			
* = Data not yet available			