

Information

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Benchmarks

FY 2001 - FY 2006						
	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
	Actual	Actual	Actual	Actual	Actual	Approved
Membership						
General	147,887	150,546	151,635	152,047	151,988	152,619
Special Ed Level 2 and Preschool	10,444	10,839	11,751	12,148	12,420	12,299
Total	158,331	161,385	163,386	164,195	164,408	164,918
ESOL Membership	15,484	17,788	19,427	20,104	20,825	22,003
Total Special Education Services ^{1/}	44,880	45,310	47,494	48,249	48,701	48,544
Students Eligible for Free and Reduced-Price Meals	28,858	30,199	30,657	32,024	32,982	33,642
Number of Schools ^{2/}	204	204	202	205	200	199
New Schools	1	1	1	4	0	1
Full-Time Positions	19,970.4	20,510.1	20,712.3	21,068.9	21,564.1	21,859.4
School-Based	18,354.5	18,845.8	19,062.0	19,409.4	19,853.8	20,141.1
Nonschool-Based	1,615.9	1,664.3	1,650.3	1,659.5	1,710.3	1,718.3
Percent School-Based	91.9%	91.9%	92.0%	92.1%	92.1%	92.1%
Percent Nonschool-Based	8.1%	8.1%	8.0%	7.9%	7.9%	7.9%
Beginning Teacher Salary	\$32,299	\$34,069	\$34,750	\$35,813	\$36,887	\$40,000
Average Teacher Salary	\$49,839	\$51,516	\$52,546	\$54,153	\$55,777	\$57,958
Cost Per Pupil ^{3/}	\$8,553	\$8,938	\$9,388	\$10,113	\$11,022	\$11,915
Number of Buses	1,428	1,460	1,477	1,517	1,547	1,570
Average Age	7.3	7.6	7.9	7.1	6.9	6.8
Total Operating Fund (\$ in millions)	\$1,376.3	\$1,444.5	\$1,507.5	\$1,630.1	\$1,883.9	\$1,931.4
Source of Revenue						
Percent County	69.3%	71.1%	72.2%	71.2%	73.2%	74.1%
Percent State	22.3%	21.0%	18.5%	18.0%	20.3%	20.0%
Percent Beginning Balance	4.0%	3.3%	4.8%	6.4%	2.3%	1.6%
Percent Other	4.4%	4.6%	4.5%	4.4%	4.2%	4.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

^{1/} Includes all Level 1 and Level 2 services

^{2/} FY 2001 reflects the closing of Green Acres Elementary School, Westmore Elementary School, and Madison Center as well as the opening of Westfield High School.

FY 2002 reflects the closing of Fairhill, Mantua, Groveton Centers, and the opening of Woodlawn, and Hollin Meadows Centers, and McNair Elementary School.

FY 2003 reflects the opening of the Liberty Middle School and the closing of Woodlawn, Hollin Meadows, and Marshall Road Centers.

FY 2004 reflects the opening of Colvin Run, Island Creek, Lorton Station, and Powell Elementary Schools, and the closing of the Franconia Center.

FY 2005 reflects the closing of the following centers: Armstrong, North Springfield, Saratoga, Twain, and Herndon

FY 2006 reflects the opening of South County Secondary School and the closing of Bush Hill and Laurel Ridge Centers.

^{3/} Reflects the new calculation methodology

Trends

What Our Community Needs to Know about Our Schools

In many ways our schools and our students reflect the changing world in which we live. Our community is very different today than even ten years ago, and the changes of the past half century dwarf all advancements of the previous millennia. The tools of the education trade have changed and the expectations of the community continue to rise. FCPS has not only met these challenges, but has done so in a cost-effective manner. This section looks at the trends that are affecting our schools and how FCPS has met these challenges:

- Value-Added Education
- Shifting Demographics and Costs
- Student Achievement
- Instructional Staffing Trends

Value-Added Education

We are often asked to explain why education is more expensive today than in past years and why educational costs increase at a faster pace than the rate of inflation. Inflation measures change to the cost of the same product over time. A brief look at where we have come over the past few decades makes it clear that the product being purchased with our education dollar today is vastly improved over that of even ten years ago.

Good schools are good for all taxpayers.

Value-Added Education	
1960s	2006
<p>Staffing: 30.5 students per elementary classroom teacher 20.4 students per instructional employee No PE/Music at the elementary level No kindergarten No instructional assistants No ESOL</p>	<p>Staffing: 25.25 students per elementary classroom teacher 8.5 students per instructional employee Elementary PE/Music teachers: 457 Kindergarten for everyone, full-day for at-risk students 2,631 instructional assistants in the classroom ESOL teachers 676; students 22,003 <i>(greater than entire student membership in 1950s)</i></p>
<p>Technology Recommendation to develop a TV room for FCPS Computing technology: slide rule and pencil</p>	<p>Technology TV studios in individual schools Online Campus</p>
<p>Highly Qualified Teachers THEN: Teachers with Bachelors Degree: 76% Teachers with Professional Licenses: 5.5% Teachers with Masters Degree: 16.4%</p>	<p>Highly Qualified Teachers TODAY: Teachers with Bachelors Degree: 100% Teachers with Teaching Licenses: 100% Teachers with Masters Degree: 59%</p>
<p>Student Achievement Graduates continuing their education: 64% Percent of seniors taking the SATs: 30%</p>	<p>Student Achievement Graduates continuing their education: 90% Percent of seniors taking the SATs: 79%</p>

INFORMATION

Trends

The product being purchased with our educational dollars is vastly improved from even ten years ago.

The world demands that our students are trained from the earliest age on high-tech computers with communication tools that were unheard of two decades ago. Students must learn to gather, process, use, and disseminate information at the speed of light. Individuals who dropped out of school in 1970 could still earn good wages in factories and industry jobs. Today these jobs have disappeared and it is necessary to educate every student to higher levels of literacy if they are to be prepared to be responsible citizens in the 21st century.

Preparing all our students to succeed in this changing world has involved tailoring programs to the needs of individual students from many different backgrounds and skill sets. Educational costs cannot be expected to fluctuate with inflation because our community and the future of our students demand that we offer a different education than ever before to meet the School Board's vision of providing a gifted-quality education to every child in an instructional setting appropriate for his or her need.

Shifting Demographics: Enrollment

The FY 2006 Fairfax County Public Schools' projected enrollment is 164,918 students in 199 schools and centers. This represents an increase of 510 students over the FY 2005 actual, and 21,878 additional students in the past decade. The \$4.1 million cost of growth in FY 2006 includes school-based staff, supplies, textbooks, equipment, the staffing and equipment costs related to opening one new secondary school, and the advance staff to open one elementary school in FY 2007. A detailed listing of the growth positions are included in the Expenditure Section. The cumulative cost of membership growth in the past five years exceeds \$95.1 million.

Costs of Growth (\$ in millions)	
• Position Growth	(\$2.9)
• New School/Advance Staff and Start-Up Costs	7.3
• Teacher/Classroom Equipment/Temporary Buildings	0.30
• Per-Pupil Allocations/Library/Other growth related compensation	(0.6)
Total	\$4.1

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FY 2006 Membership Growth							
	FY 2005	FY 2005	FY 2006	Change from Actual		Change from Approved	
	Actual	Approved	Approved	Number	Percent	Number	Percent
General Education:							
Kindergarten	10,581	10,811	10,689	108	1.0%	(122)	-1.1%
Grades 1-6	69,160	69,537	69,302	142	0.2%	(235)	-0.3%
Grades 7-8	23,087	23,576	22,771	(316)	-1.4%	(805)	-3.4%
Grades 9-12	46,238	46,706	46,594	356	0.8%	(112)	-0.2%
Subtotal General Education	149,066	150,630	149,356	290	0.2%	(1,274)	-0.8%
FECEP	995	1,138	1,138	143	14.4%	-	0.0%
Alternative HS & Court Programs	1,927	2,227	2,125	198	10.3%	(102)	-4.6%
Special Education*	12,420	12,280	12,299	(121)	-1.0%	19	0.2%
Total	164,408	166,275	164,918	510	0.3%	(1,357)	-0.8%

* Includes Level 2 and preschool services.

Trends

New schools are needed to meet student membership growth as well as population shifts throughout the county. Since FY 2001, FCPS has opened seven new school buildings and one secondary school will open in FY 2006 to accommodate student growth.

Enrollment projections are completed annually by the Office of Facilities Planning Services for each grade level at each school. Multiple factors such as live birth data, grade level progression, housing starts, instructional program locations, and community dynamics are considered when developing membership projections. For state reporting purposes, FCPS calculates the actual membership

FCPS Membership History and Projections					
Fiscal Year	Grades K-6 ^{1/}	General Education		Special Education Level 2 ^{3/}	Total
		Grades 7-8	Grades 9-12 ^{2/}		
1990	65,575	17,775	38,458	6,480	128,288
1991	67,721	18,231	37,715	6,952	130,619
1992	69,296	18,989	37,825	7,088	133,198
1993	70,596	19,393	37,894	7,219	135,102
1994	71,246	19,761	39,067	7,421	137,495
1995	72,404	20,120	39,171	8,402	140,097
1996	73,980	20,422	40,244	8,394	143,040
1997	75,384	20,369	41,551	8,501	145,805
1998	75,645	20,761	42,286	9,344	148,036
1999	77,323	21,120	43,207	9,768	151,418
2000	79,200	21,031	44,010	10,282	154,523
2001	81,133	21,907	44,847	10,444	158,331
2002	81,188	22,644	46,714	10,839	161,385
2003	81,729	23,258	46,648	11,751	163,386
2004	81,195	23,387	47,465	12,148	164,195
2005	80,736	23,087	48,165	12,420 ^{4/}	164,408
Membership Projections					
2006	81,129	22,771	48,719	12,299	164,918
2007	81,721	22,493	48,582	12,710	165,506
2008	82,315	22,251	48,265	12,987	165,818
2009	82,739	22,144	48,119	13,229	166,231
2010	82,675	22,595	47,748	13,536	166,554
^{1/} Includes FECEP, kindergarten, grades one to six membership (including 6th grade at Glasgow, Holmes, and Poe Middle Schools.) ^{2/} Includes membership in grades nine through twelve, including alternative programs. ^{3/} Includes school-age services and preschool services. ^{4/} Includes the December 1, 2004, membership for special education, Level 2.					

Trends

based on the September membership for general education and the December 1 count for special education. The English for speakers of other languages (ESOL) component of general education is captured in January and the Family and Early Childhood Education Program (FECEP) is captured as of March 31. For the proposed stage of the budget, general education and special education Level 2 membership for the current year estimates are the only figures that are updated from the approved budget figures. The approved stage of the budget reflects the actual membership for FECEP, ESOL, and alternative programs.

Peak Enrollment FCPS General Education Membership Kindergarten to Grade 12 ^{1/}				
	September 30 Membership	Peak Membership	Difference Amount Percent	
FY 2005	148,623	149,224	601	0.4%
FY 2004	149,158	149,708	550	0.4%
FY 2003	148,677	149,331	654	0.4%

^{1/} Does not include FECEP or Alternative Programs

Enrollment fluctuates constantly during the year from the actual enrollment listed in the budget. For general education, the peak enrollment for FY 2003, FY 2004, and FY 2005 exceeds the September actual by 654 students, 550 students, and 601 students respectively.

The membership reported for special education represents only the Level 2 students (those who receive special education services 50 or more percent of the day) and students receiving preschool services. In addition, there are Level 1 students who receive special education services less than 50 percent of the day. These students

are comprised primarily of students that are already counted in the general education program. Special education staffing requires projections for every school and site that provide services to special education students, for every service area, for every level of service. This translates to approximately 3,300 variables. Because of the minute level at which special education staffing is done, each school could be over or under projection by one to two students in each of its service areas, for each level of service. Total projections could be off by 500 to 1,000 services, with no change in staffing. To fully capture the variability and complexity of special education staffing, the focus must be on the total number of services provided rather than just the number of Level 2 students.

The Information Technology (IT) website provides a monthly membership report for FCPS. This report will differ from the current year membership estimate contained in the budget. The budget estimate reflects projected peak membership for general and special education as well as alternative programs such as ESOL and is used to allocate resources to schools. The IT report enumerates the membership as of a specific date but does not include students enrolled in the Preschool Home-Based Program.

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In addition to increased numbers of students, the composition of the membership has added to the cost of growth. As indicated in the chart below, the English for speakers of other languages (ESOL) population has increased at a faster pace than the general education population.

English for Speakers of Other Languages (ESOL) Membership

The ESOL program is one of the fastest growing programs for students with special needs in the school system. Over the past five years, ESOL membership has increased faster than special education services and significantly faster than general education membership. In FY 2001, ESOL services were provided to 15,484 students with 546.8 teachers; 22,003 students are projected to receive ESOL instruction from 675.9 teachers and guidance counselors in FY 2006. This includes ESOL teachers in the alternative high school program and the ESOL transition centers. The FY 2006 cost of providing ESOL services for each student is \$3,226.

Special Education Membership Trends

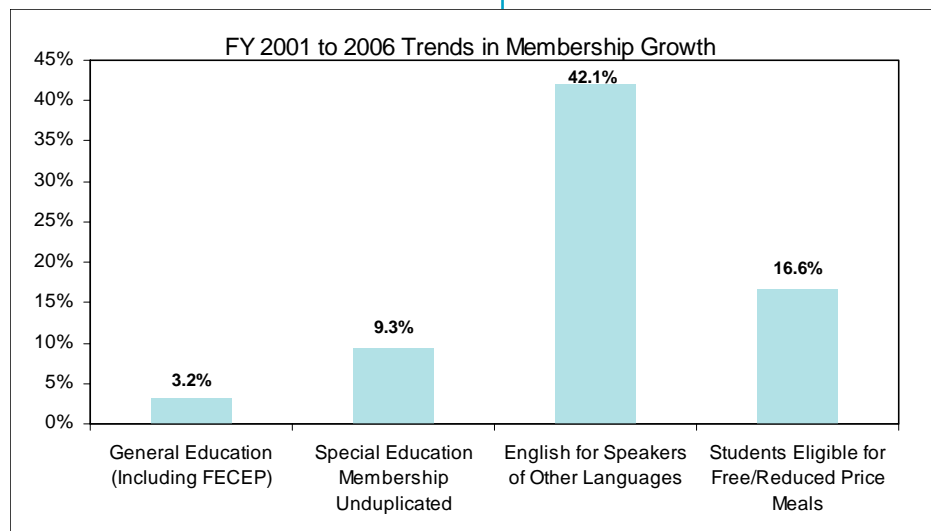
The unduplicated special education membership count refers to the total number of students receiving special education services for whom FCPS is responsible, including both Level 2

services, general education students receiving Level 1 resource services, private school students, and FCPS students placed in contract schools. Special education students require specialized instruction and additional resources. The average cost per pupil for the special education program is \$17,601; the general education program cost per pupil is \$10,063. In addition, students enrolled in both general and special education classrooms may receive special education Level 1 services, at an average cost per service of \$4,932.

Trends in Free and Reduced-Price Meals Eligibility

Another segment of growth that has been increasing more rapidly than overall membership is the number of students eligible for free or reduced-price meals. Families qualifying for free and reduced-pricing must meet established federal guidelines of income and household size. In FY 2006, the number of students eligible for free and reduced-price meal services will be 33,642, or 20.4 percent of all students.

Approximately 1 in 5 FCPS students are eligible for free or reduced-price meals



Trends

Educational cost increases exceed inflation due to changing demographics & community standards.

Shifting Demographics - The Community

In many ways, the changes in enrollment mirror the changing demographics of Fairfax County. Fairfax County comprises nearly 400 square miles of suburban countryside, just southwest of the nation's capital. It is the 36th largest county in the United States, with a population of just over one million, making Fairfax County larger than the population of seven states. Nearly 28 percent of the population is under 20 years of age, while 19.9 percent is 55 years of age or older.

Fairfax County ranks number one in the nation in the percentage of workers in executive, administrative, and managerial positions, with 56.3 percent of all residents age 25 and over having at least a four-year college degree. Fairfax County is one of the most affluent counties in the nation, with a median family income of \$93,978 in 2003. Moreover, the median sale price of a new single family house in Fairfax County was \$669,457 in 2004 and \$704,795 for the first two months of 2005.

Fairfax County is also racially, economically, and linguistically diverse. In 2003, 70.4 percent of the population was white, compared with 81.3 percent in 1990. Asians are the second largest segment, comprising 16.1 percent of the population, followed by blacks at 8.6 percent, and others at 4.9 percent. Equally noteworthy is the near doubling of the Hispanic population (who may be of any race) since 1990 from 6.3 percent to 12.3 percent of the population in 2003.

Of the total Fairfax County population in 2003, nearly 35 percent of those over the age of five speak a language other than English at home. This diversity is mirrored in Fairfax County Public Schools (FCPS) where students speak over 100 native languages.

Fairfax County Demographics		
Population	(2005)	1,041,200
Housing Units		384,700
Households		377,600
Land Area (square miles)		395
Labor Force Participation:		
Females, age 16 or older	(2003)	64.1%
Males, age 16 or older	(2003)	80.7%
Percent of families with incomes over \$100,000	(2003)	46.6%
High school graduates	(2003)	90.7%
Children 12 or younger needing day care	(2000)	32.5%
Persons speaking a language other than English at home	(2003)	34.6%
Households with computers with internet access	(2000)	79.0%
Persons without health insurance	(2000)	8.2%

INFORMATION

Trends

Student Achievement

FCPS is focused on excellence in the classroom, in the school, and in the management of its schools. This commitment is demonstrated by the wide variety of awards that its schools, students, and staff receive, and by many outside measures of achievement and efficiency. A few of the most significant are cited in this section.

Fairfax County Public Schools: A Gold Medal District

FCPS once again received a "Gold Medal" rating from *Expansion Management* magazine (EM) in their 2004 rankings. In 2004, EM surveyed more than 2,800 school districts. School districts around the country were rated on their performance in three areas: graduate outcome, resources invested in the classroom, and community characteristics. The Education Quotient (EQ) is the total score, computed as a weighted average of the three other scores.

The Graduate Outcome (GO) score is composed of graduation rates and SAT or ACT scores. The Resource Index (RI) measures a community's financial commitment to its schools and is a composite of student-teacher ratios, per-pupil expenditures, and teacher salaries. The final component, the Community Index (CI), measures the level of affluence and adult education in the community. FCPS has received *Expansion Management* magazine's top rating of Gold Medal District every year since the ratings began in 1990.

The results are used by businesses to evaluate communities in which they are considering locating new facilities. According to *Expansion Management* magazine, the response to the EQ issue has been phenomenal. The magazine's readers, usually CEOs or officers of larger service firms, emphasize the importance of education when making relocation decisions for their businesses and employees.

Comparison of SAT Scores School Year 2003-2004	
Falls Church City	1165
Fairfax County	1105
Montgomery County	1102
Arlington County	1085
Loudoun County	1054
Manassas City	1040
Prince William County	1016
Alexandria City	988
Prince George's County	881
US National Average	1026
Virginia Average	1024

Fairfax County Tops Local School Districts <i>Expansion Management</i> Magazine's 2004 Ratings					
School District	EQ	GO	RI	CI	Rating
Fairfax County	93	89	80	90	Gold
Loudoun County	93	89	78	95	Gold
Montgomery County	92	89	80	77	Gold
Arlington County	85	77	63	79	Gold
Prince William County	74	72	53	81	Blue
Prince Georges County	40	36	61	74	Green
Alexandria City	36	26	89	71	Green

Trends

“Despite the size and diversity of FCPS, the SAT scores of its students are consistently well above state and national averages.”

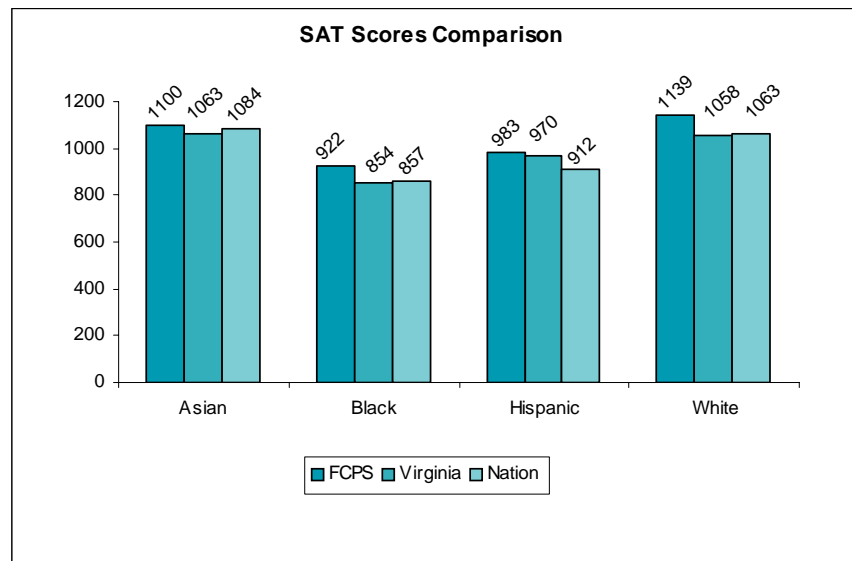
SAT Scores

Despite the size and diversity of FCPS, the SAT scores of its students are consistently well above state and national averages. FCPS students score high when compared with other local jurisdictions. Also, only Falls Church City schools have a higher rate of participation in the SATs, an indication that FCPS encourages all its students to excel, not just its most talented students.

The FCPS commitment to the achievement of all students is reflected in the SAT scores of FCPS minority students compared with the scores of Virginia and the nation. The chart below shows that FCPS students have higher average scores than their peers in Virginia and the United States as a whole.

Other Measures of High Academic Achievement

The SAT is just one of the many measures of academic achievement on which FCPS students do well. Based on the 2005 *Newsweek* rankings, FCPS schools are in the top 4 percent of all American high schools measured for their student participation in AP or IB exams. As the 12th largest school division in the country, Fairfax County is the only large school system to have every eligible high school on the list, with four schools ranked in the top 100 nationwide. FCPS also had a record number of 213 students named as National Merit Scholarship semifinalists in 2004. Equally impressive is the fact that 89 percent of all FCPS graduates continue their education. The FCPS dropout rate of 2.4 percent in FY 2004 compares favorably with the rates of other Virginia districts.



Trends

Changes in Instructional Staffing

Each year there is much discussion concerning the number of students in a classroom. The number of classroom teachers provided at each school is based on specific staffing formulas for each program level which are approved by the School Board. At the elementary level, class size is determined by the number of students based on a pupil-teacher ratio with additional weight factors that include a school's free and reduced-price meals and ESOL membership. At the middle and high school levels, class size is influenced not only by the number of students in the school but also by the class schedule and by the number of students electing to take a course. For example, there may be 20 students in a physics class and 28 students in an algebra class. In addition, at the middle level free and reduced-price meals and ESOL membership are included in the formula.

Over the years, there have been a number of significant changes in school-based staffing. Major changes since FY 2002 are listed on the chart to the right. Each change has a financial impact in subsequent fiscal years, but only the cost in the year of implementation is shown.

Major Staffing Changes FY 2002-FY 2006			
Fiscal Year	Program	Positions	Amount (\$ in millions)
2002	Increase Elementary Pupil/Teacher Ratio by 0.5	(79.7)	(\$3.6)
	Increase Middle School Pupil/Teacher Ratio by 0.5	(23.2)	(\$1.2)
	Increase High School Pupil/Teacher Ratio by 0.5	(36.3)	(\$1.8)
	Increase Special Education Ratios by 0.5	(14.0)	(\$0.5)
	Increase ESOL Ratio by 0.5	(12.8)	(\$0.6)
	Eliminate All Time-Out Rooms	(66.0)	(\$1.7)
	Restore 20 Time-Out Rooms	20.0	\$0.5
	Increase September Reserve to Reduce the Number of classes with More than 30 Students Per Teacher	10.0	\$0.5
2003	Kindergarten Teacher Planning Time	16.0	\$0.8
	Expand Project Excel to Two Additional Schools	9.7	\$0.6
	Eliminate Secondary SOL Class Cap	(19.8)	(\$1.0)
	Reduce Planetarium Program by 0.5 Position at the Nine Schools	(4.5)	(\$0.4)
2004	Increase GT Center Staffing Ratio for Grades 4-6	(2.0)	(\$0.1)
	Full-Day Kindergarten at Eight Schools ^{1/}	40.9	\$2.0
	Success by Eight Hourly Funds Converted to IAs	24.0	\$0.0
	Class Size Reduction - Elementary	107.0	\$7.1
	Class Size Reduction - Middle	13.0	\$0.7
2005	Class Size Reduction - High	15.0	\$0.9
	Full-Day Kindergarten at Bailey's & Forest Edge	10.0	\$0.4
	New Elementary Staffing Model (Phase I)	62.0	\$2.0
	Full-Day Kindergarten at 12 Elementary Schools	43.0	\$3.4
	Elementary Class Size Reduction	30.0	\$2.4
	Middle School Class Size Reduction	24.8	\$1.9
	Assistant Principal at Every Elementary School ^{2/}	9.0	\$0.7
	Second Assistant Principal at Alternative High Schools	3.0	\$0.3
2006	Instructional Coaches	24.0	\$1.5
	Assessment Coach at Each High School, Alternative High School, and Woodson Adult High School	27.0	\$1.3
	Full-Day Kindergarten at Four Additional Schools	11.0	\$0.9
	Certified Athletic Trainer at Each High School	25.0	\$1.4
	Class Size Reduction - Middle Schools	30.3	\$1.9
	Full-Day Kindergarten - Centre Ridge	7.7	\$0.5
SBTS at Elementary and Alternative High Schools	84.7	\$6.0	

^{1/} Approved at FY 2003 Final Budget Review

^{2/} Approved at FY 2004 Final Budget Review

Staffing

Elementary School Teacher Staffing

Kindergarten

Half-Day Kindergarten – 0.5 teacher and 0.5 instructional assistant for every 25.25 students and an additional factor for students eligible for free or reduced-priced meals

- A fraction of .2 or greater will round to .5 and a fraction of .6 or greater will round to the next highest whole number

Full-Day Kindergarten – 1.0 teacher and 1.0 instructional assistant for every 25.25 students and an additional factor for students eligible for free or reduced-price meals.

- A fraction of .5 or higher will round to the next highest whole number and a fraction less than .5 will round down

For all kindergarten classes the minimum average class size is 17 and the maximum average class size is 28

Grades 1-6

- 1.0 teacher for every 25.25 students and additional factors for students eligible for free or reduced-price meals and ESOL students
- The minimum average class size is 17 and the maximum average class size is 30

Weighted Factors

Free and Reduced-Price Meals

Percentage of Eligible Students	Weight
Up to 29%	0.4
30% - 49%	0.5
50% - 69%	0.6
70% and above	0.7

ESOL – weighted factor .45

State K - 3 Initiative

- Regular Staffing* - Maximum Class Size Cap
1.0 teacher for 22, 23, 24, or 25 students depending on the percentage of students eligible for free meals

Elementary Staffing

All positions assigned to a school are determined by formulas approved by the School Board. School staffing will vary by the number of students eligible for free and reduced-price meals and ESOL students. School principals have flexibility in determining how teacher positions will be utilized.

At the elementary level, a ratio-based formula of 25.25 calculates the number of teachers by dividing the appropriate membership by the ratio. An additional staffing allocation is provided to schools based on the number of students eligible for free or reduced-price meals and ESOL students.

The chart to the left provides a summary of elementary school classroom teacher staffing formulas. A complete listing of all the school-based staffing formulas can be found in the Appendix.

The chart below shows the results of applying the classroom teacher staffing formula to an elementary school with 768 students.

Elementary School Regular Staffing			
	Membership	Teachers	Comments
General Education	714		Free and reduced students times .4 divided by 25.25
Special Education Level 2	54		
Total Membership	768		
Kindergarten - Half-Day	93	3.68	Ratio 25.25 to 1
Free and Reduced	7	0.11	
		3.79	Half Day Adjustment
		1.90	
Rounded Kindergarten Teachers		2.0	
Grades 1 - 6	621		Free and reduced students times .4 divided by 25.25
Level 2	54		
	675	26.7	
		26.7	Ratio 25.25 to 1
Free and Reduced	52	0.82	
		27.56	Free and Reduced
Rounded 1 - 6 Teachers		28.0	
ESOL	44	0.78	ESOL students times .45 divided by 25.25
Rounded ESOL Teachers		1.0	
Total K-6 Staffing including ESOL		31.0	

Staffing

FY 2006 Average Elementary Class Size

- In FY 2006, a total of 3,304.0 classroom teachers are required to staff elementary classes. Excluding kindergarten, the average divisionwide elementary school ratio is 20.7 students for every teacher.
- Excluding kindergarten, when all teacher scale positions – resource teachers in special programs, librarians, guidance counselors, art, music, reading, physical education, and English for speakers of other languages are included, the divisionwide elementary school ratio is reduced to 13.0 students for each teacher.

Elementary Schools and Programs	
Level / Program	Number of Schools
Grades K-6	136
Project Excel	20
Modified School Calendar	7
Federally Reduced Class Size	32
Full-Day Kindergarten ^{/1}	67
Focus Programs	14
Magnet Programs	2
Success by Eight	17
State K-3 Schools	45
Time-Out Rooms	11
Foreign Language Immersion	13

^{/1} FY 2006 New Resources include funding to expand the full-day kindergarten program from 62 to 67 schools.

FY 2006 Staffing Average Elementary School

611 Students with
21.0% free and reduced-price
meals and 24.0% ESOL enrollment

1.0	Principal
1.0	Assistant Principal
2.0	Guidance Counselors
23.0	Classroom Teachers
1.5	Kindergarten Teachers (half-day)
1.0	Reading Teacher
1.0	Librarian
3.4	PE/General Music Teachers
0.5	Instrumental Music Teacher
0.9	Art Teacher
1.0	Instructional Assistant
1.5	Kindergarten Assistants (half-day)
5.0	Office Personnel
5.0	Custodians
8.0	Special Education Teachers
2.5	ESOL Teachers
7.0	Special Education Assistants
1.0	Speech and Language Teacher
1.0	Technology Specialist (SBTS)

Staffing

Middle School Staffing

All positions assigned to a school are determined by formulas approved by the School Board. The number of teachers assigned to middle schools is calculated based on teacher load, or the number of students a teacher instructs on a daily basis. School principals have flexibility in determining how teacher positions will be utilized.

Middle School Teacher Staffing Formulas

• Core Teachers

General Education
 $\text{Membership} \times 5 \text{ (class periods)} \div 135.0$
 (Maximum Teacher Load)

• Mainstream Teachers

Special Education Level 2 and ED center
 $\text{Membership} \times 3 \text{ (approximate class periods)} \div 140.0$
 (Maximum Teacher Load)

• Noncore Teachers

General Education
 $\text{Membership} \times 2 \text{ (class periods)} \div 140.0$
 (Maximum Teacher Load)

• Weighted Factor

Additional staffing is provided for students eligible for free or reduced-price meals and ESOL students

In addition to basic staffing, FCPS provides supplemental staffing for:

- ESOL students
- International Baccalaureate Programme
- Summit Program
- Focus Programs
- Each school receives 0.5 position for conflict resolution
- Each school receives 1.0 position for class size adjustment

The chart to the left provides a summary of middle school classroom teacher staffing formulas. A complete listing of all the school-based staffing formulas can be found in the Appendix.

INFORMATION

The following chart shows the results of applying the classroom teacher staffing formulas to a middle school with 1,030 general education students.

Middle School Regular Staffing			
	Membership		Teachers
General Education	1,030		
Special Education Level 2 (Self-contained)	55		
Core Teachers		$1,030 \times 5 / 135.0$	38.15
Mainstream Teachers		$55 \times 3 / 140.0$	1.18
Noncore Teachers		$1,030 \times 2 / 140.0$	14.71
		Total Ratio Teachers	54.04
Free and Reduced	70		
ESOL	64		
Total F&R and ESOL	134	$134 \times 0.15 \times 4 / 135$	0.60
		Total Teachers	54.64

Staffing

FY 2006 Average Middle School Class Size

- In FY 2006, a total of 1,418.4 classroom teachers are required to staff middle school classes. The average systemwide middle school ratio is 23.3 students for every teacher.
- When all teacher scale positions – resource teachers in special programs, librarians, guidance counselors, art, music, reading, physical education, and English for speakers of other languages are included, the divisionwide middle school ratio is reduced to 17.4 students for each teacher.

Middle Schools and Programs	
Level / Program	Number of Schools
Grades 7-8	19
Grades 6-8	3
Secondary Grades 7-8	4
Modified School Calendar	1
Focus Program	4
Focus 2007 Program	1
Time-Out Rooms	4
Foreign Language Immersion	13

FY 2006 Staffing Average Middle School

1,030 Students
34.6% free and reduced-price meals
and ESOL enrollment

1.0	Principal
2.0	Assistant Principals
1.0	Guidance Director
4.0	Guidance Counselors
53.5	Classroom Teachers
1.0	Reading Teacher
1.0	Librarian
1.0	Librarian Assistant
0.5	Instrumental Music Teacher
0.3	Gifted and Talented Resource Teacher
5.0	Office Personnel
9.0	Custodians
14.2	Special Education Teachers
5.2	ESOL Teachers
7.0	Special Education Assistants
1.0	Safety and Security Assistant
1.0	School-Based Technology Specialist (SBTS)
0.5	Technology Support Specialist (TSSpec)

Staffing

High School Staffing

All positions assigned to a school are determined by formulas approved by the School Board. The number of teachers assigned to high schools is calculated based on teacher load, or the number of students a teacher instructs on a daily basis. School principals have flexibility in determining how teacher positions will be utilized.

In addition to basic staffing, FCPS provides supplemental staffing for eight high schools that are designated as special needs schools. Additional staffing is also provided to schools with the International Baccalaureate, Advanced Placement, Focus, or ROTC Programs. Each school also receives additional positions for ESOL, 1.0 assessment coach position, and 1.0 certified athletic trainer position.

The chart to the left provides a summary of high school classroom teacher staffing formulas. A complete listing of all the school-based staffing formulas can be found in the Appendix.

High School Teacher Staffing Formulas

- **Core Teachers**

General Education

Membership x 6 (class periods) ÷ 142.5 (Regular Maximum Teacher Load)

General Education

Membership x 6 (class periods) ÷ 139.5 (Special Needs Maximum Teacher Load)

General Education

Membership x 6 (class periods) ÷ 133.4 Thomas Jefferson High School for Science and Technology

- **Mainstream Teachers**

Special Education Level 2 and ED center

Membership x 4 (class periods) ÷ 142.5 (Regular Maximum Teacher Load)

Special Education Level 2 and ED center

Membership x 4 (class periods) ÷ 139.5 (Special Needs Maximum Teacher Load)

- **English Teachers**

General Education Membership ÷ 120 (Regular Maximum Teacher Load)

INFORMATION

The following chart shows the results of applying the classroom teacher staffing formulas to a high school with 2,085 general education students.

High School Regular Staffing		
	Membership	Teachers
General Education	2,085	
Special Education Level 2 (Self-contained)	124	
Core Teachers	2,085 x 6 / 142.5	87.79
Mainstream Teachers	124 x 4 / 142.5	3.48
English Teachers	2,085 / 120	17.38
	Total Teachers	108.65

Staffing

FY 2006 Average High School Class Size

- In FY 2006, a total of 2,805.4 classroom teachers are required to staff high school classes. The average divisionwide high school ratio is 23.8 students for every teacher.
- When all teacher scale positions – resource teachers in special programs, librarians, guidance counselors, art, music, reading, physical education, and English for speakers of other languages are included, the divisionwide high school ratio is reduced to 18.2 students for each teacher.

High Schools and Programs	
Level / Program	Number of Schools
Grades 9-12	21
Secondary Grades 9-12	4
Alternative High	3
Modified School Calendar	2
Focus 2007 Program	4
International Baccalaureate Program	8
Special Needs	8
Time-Out Rooms	5

FY 2006 Staffing Average High School 2,009 Students

1.0	Principal
4.0	Assistant Principals
1.0	Guidance Director
8.0	Guidance Counselors
1.0	Director, Student Activities
0.5	Asst. Director, Student Activities
107.2	Classroom Teachers
1.0	Assessment Coach
1.0	Reading Teacher
2.0	Librarians
1.0	Band Director
10.0	Office Personnel
19.0	Custodians
27.5	Special Education Teachers
9.0	Special Education Assistants
6.0	ESOL Teachers
1.0	Career Center Monitor
3.0	Safety and Security Assistants
1.0	School-Based Technology Specialist (SBTS)
1.0	Technology Support Specialist
1.0	Certified Athletic Trainer

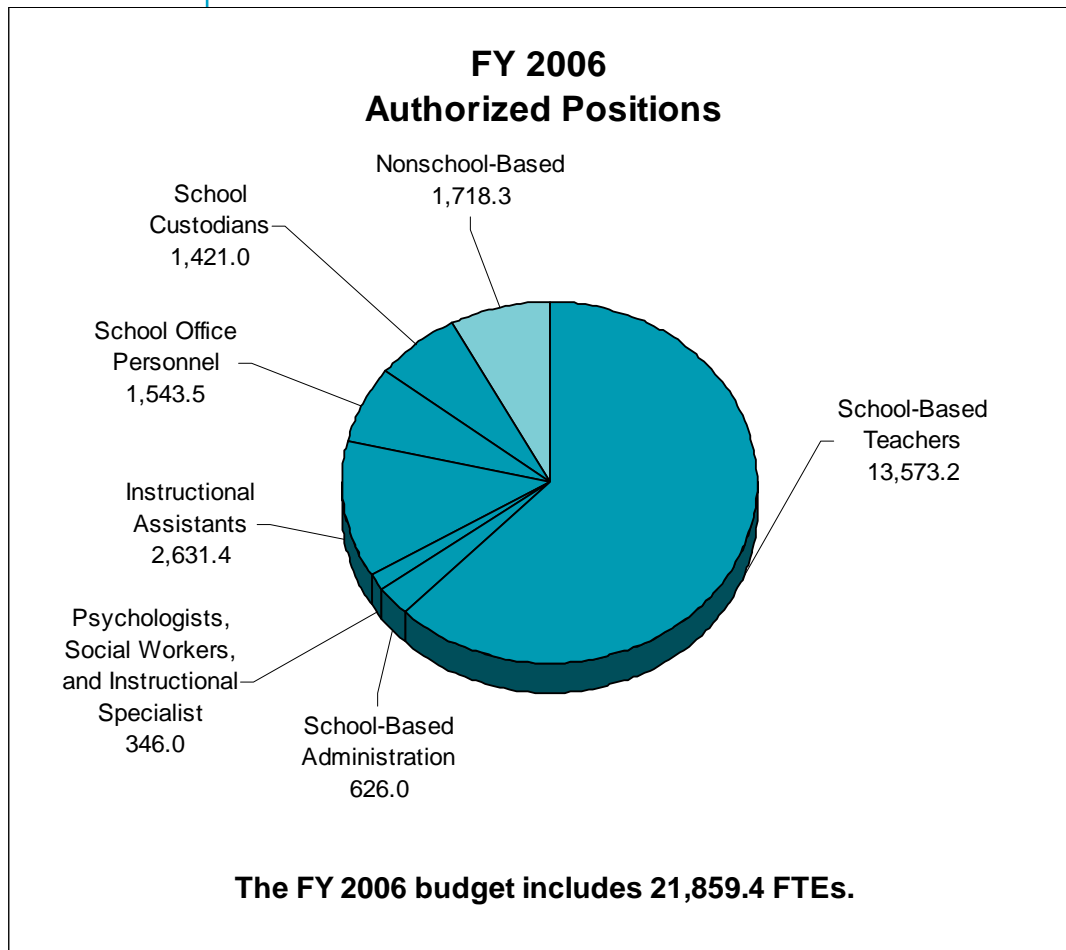
Authorized Positions

Over 92 percent of all positions are school-based.

FY 2006 Approved Full-Time Positions

FCPS is expected to employ 21,859.4 full-time equivalent (FTE) employees. Of these, 508.8 full-time positions support state and/or federal programs and contribute to the instruction and special needs of students. As indicated in the position growth chart on the following page, 92.1 percent of operating positions, or 20,141.1 are in classrooms and school buildings directly serving the needs of our students. The remaining 1,718.3 positions are nonschool-based and represent 7.9 percent of operating positions.

Five-year detail charts with authorized positions by type and school-based vs. nonschool-based positions can be found in the Appendix.



INFORMATION

Authorized Positions

Position Growth

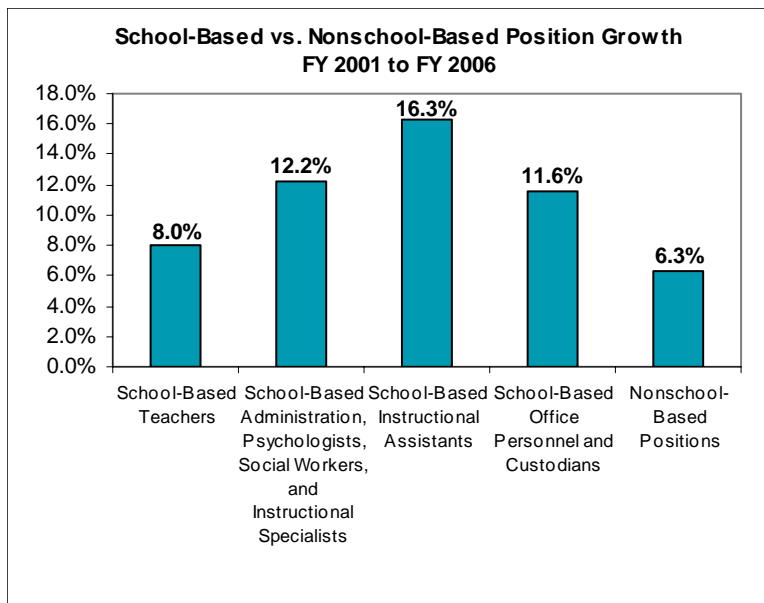
In FY 2006, the number of full-time equivalent (FTE) employees is expected to increase by 295.3 positions over the FY 2005 estimate. As shown on the chart to the right, the majority of new positions are directly related to school-based staffing initiatives.

The following charts illustrate FCPS' commitment to classroom instruction. Over the past five years, not only has additional staffing been provided for the 4.2 percent increase in student membership, but FCPS has made significant improvements to instructional programs as well. Since FY 2001, a total of 1,786.6 school-based positions have been added (an increase of 9.7 percent) to support membership growth and program improvements such as class size reduction, staffing formula changes, and full-day kindergarten.

These improvements were made despite funding shortfalls by redirecting resources from support services to instructional programs. This is evident by examining the significantly smaller increase of 102.4 nonschool-based positions (6.3 percent).

FY 2006 Position Growth Summary	
FY 2005 Estimate	21,564.1
FY 2006 Adjustments	
Membership Growth	0.1
New High School Staffing	22.3
Reduce Middle School Class Size	30.3
New School Advance Staff	5.0
Full-Day Kindergarten	18.7
Certified Athletic Trainers	25.0
Assessment Coaches	27.0
Restore Staffing Reserve	54.7
Position Conversions	2.0
Technical Specialists (SB)	84.7
New Resources/Program Expansion	26.5
Position Reduction	(1.0)
	295.3
FY 2006 Approved	21,859.4

FY 2001 to FY 2006 Position Growth						
Description	FY 2001		FY 2006		Change	
	Amount	Percent	Amount	Percent	Amount	Percent
School-Based	18,354.5	91.9%	20,141.1	92.1%	1,786.6	9.7%
Nonschool-Based	1,615.9	8.1%	1,718.3	7.9%	102.4	6.3%
Total	19,970.4	100.0%	21,859.4	100.0%	1,889.0	9.5%



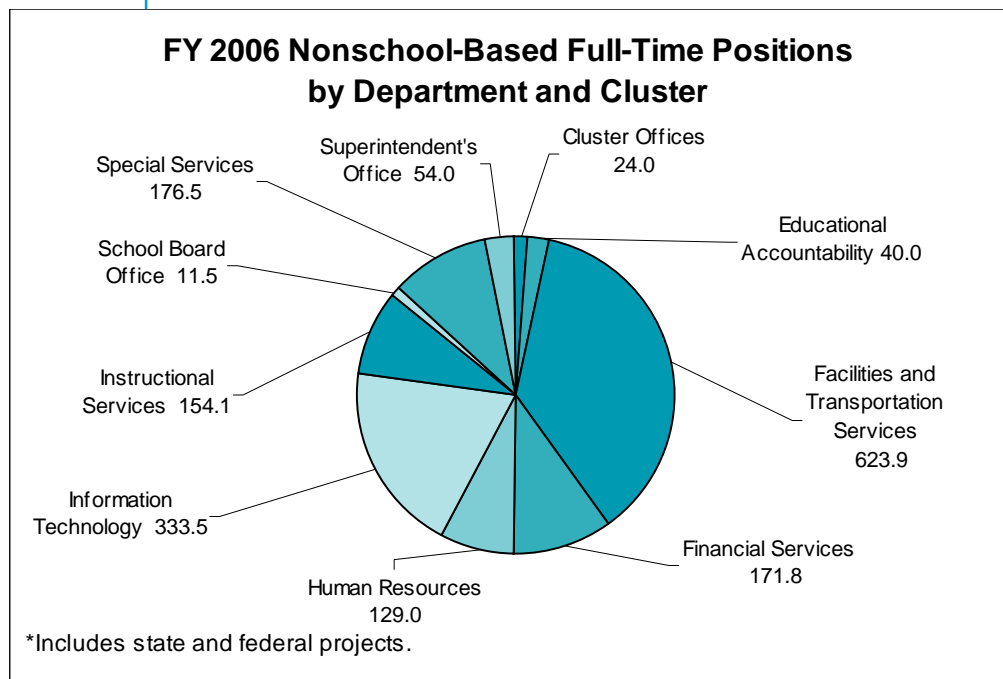
Authorized Positions

Nonschool-Based Positions

The table below presents the nonschool-based positions by major job types. Over 51 percent of nonschool-based FTEs are for tradespersons, security, office assistants, transportation, and custodial personnel, representing 4 percent of total FCPS funded positions. By contrast, administrators (Leadership Team, directors, and coordinators) represent less than one percent of total FCPS-funded positions.

The chart below displays nonschool-based positions by department and cluster. Thirty-six percent of these positions support FCPS' maintenance, transportation, and facility requirements in the Department of Facilities and Transportation Services. In addition, nearly 39 percent support the educational program through curriculum, staff development, student services, school information services, library operations, and program monitoring. The remaining positions support basic overhead requirements such as recruiting, hiring, and other human resources functions; payroll and accounting, community relations, and central management.

FY 2006 Nonschool-Based Positions by Type		
	Positions	Percent of Total FCPS Operating Positions
Specialists/Technicians	649.6	3.0%
Trades and Security Personnel	508.5	2.3%
Office Assistants	301.2	1.4%
Administrators	189.0	0.9%
Transportation/Custodians	70.0	0.3%
Total	1,718.3	7.9%



INFORMATION

Cost Per Pupil

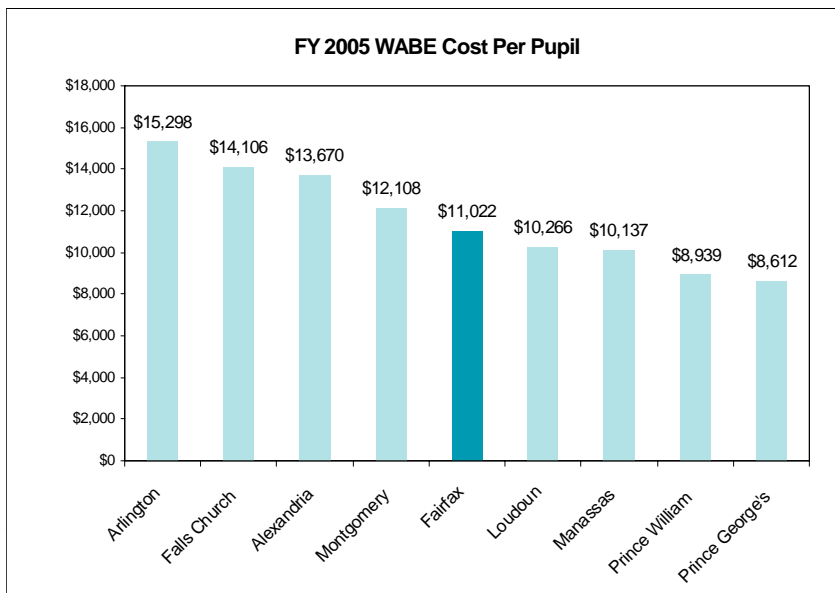
Overview

Cost-per-pupil calculations provide an overall view of the cost of instructional programs that can be used to compare how school systems spend their funds. The comparisons may be done between school districts or as a time series comparison within one district. A systemwide cost per pupil, which includes both general and special education but excludes Adult and Community Education, is computed using the methodology agreed on by the Washington Area Boards of Education (WABE).

WABE Comparative Cost Per Pupil

The FY 2005 approved divisionwide average cost-per-pupil ratios calculated according to the WABE guidelines are shown in the chart below. FCPS has traditionally maintained a cost per pupil lower than other school districts in the metropolitan area. In FY 2005, FCPS ranked fifth in comparison to other metropolitan school districts.

FCPS' cost per pupil ranks fifth among the Washington, DC, metropolitan school districts.



INFORMATION

Cost Per Pupil

The FY 2006 average cost per pupil for all instructional programs is \$11,915.

Detailed Cost Per Pupil

The cost-per-pupil figures are computed by identifying all school operating fund costs directly associated with an instructional program, such as elementary general education. Transportation costs are distributed to each program according to the actual costs of providing services.

The table below shows average cost-per-pupil data for three years. Calculating costs separately for kindergarten and elementary shows more clearly the relationship between elementary, middle, and high school cost per pupil.

The cost per pupil for special education students is higher than for other programs, due primarily to the lower pupil-teacher ratios and higher transportation costs in the special education program.

A net special education cost per pupil is calculated because a student not enrolled in special education would be enrolled in the general education program. For FY 2006, the net cost per pupil for special education is \$7,538.

FCPS Average Cost Per Pupil FY 2006 Approved					
	FY 2004 Approved	FY 2005 Approved	FY 2006 Approved	Change FY 2005 - FY 2006	
				Amount	Percent
General Education					
FECEP/Headstart	\$13,803	\$12,765	\$12,682	(\$83)	-0.6%
Kindergarten Half-Day	\$4,356	\$4,573	\$4,808	\$235	5.1%
Elementary School Program	\$8,713	\$9,147	\$9,616	\$469	5.1%
Middle School Program	\$8,248	\$9,260	\$10,145	\$885	9.6%
High School Program	\$9,346	\$9,913	\$10,749	\$836	8.4%
Average for General Education	\$8,526	\$9,278	\$10,063	\$785	8.5%
Average for Special Education	\$15,096	\$16,265	\$17,601	\$1,336	8.2%
Average for All Instructional Programs	\$10,113	\$11,022	\$11,915	\$893	8.1%

INFORMATION

Cost Per Service

Cost Per Service

Cost-per-service calculations show the cost of providing a specific type of educational service to a student. The table below shows the cost per service for the various alternative school programs, ESOL, and for special education for each of its major service delivery modes.

In FY 2006 more than 48,000 special education services will be provided to 23,915 students, an average of 2.03 services per student. Each student's special education service(s) are determined by their Individualized Education Plan (IEP) which is developed by a team including school staff, parents, and at the secondary level, the student. Staffing for the provision of these services is based on ratios established by the Fairfax County School Board (see Staffing Standards in the Reference book for details). The provision of special education services is mandated by the Individuals with Disabilities Education Act (IDEA). Specific regulations governing FCPS' special education program are established by the Commonwealth of Virginia.

Students receiving special education services will make up 14.5 percent of the total FCPS membership in FY 2006.

Cost-Per-Service Summary					
	FY 2004	FY 2005	FY 2006	Change	
	Approved	Approved	Approved	FY 2005 - FY 2006 Amount	Percent
Alternative Programs					
Summit Program	\$20,053	\$17,463	\$17,403	(\$60)	-0.3%
Alternative High School Programs	\$12,760	\$13,571	\$16,062	\$2,491	18.4%
DSS Alternative Programs	\$19,692	\$18,439	\$21,078	\$2,639	14.3%
English for Speakers of Other Languages					
Average for ESOL	\$2,950	\$3,073	\$3,226	\$153	5.0%
Special Education					
Preschool	\$18,519	\$19,110	\$17,212	(\$1,898)	-9.9%
Level 1 Services	\$4,795	\$5,424	\$4,932	(\$492)	-9.1%
Level 2 Services	\$20,643	\$22,367	\$22,406	\$39	0.2%
Related Services			\$3,396	\$3,396	
Average for Special Education ^{1/}	\$7,281	\$7,884	\$8,671	\$787	10.0%

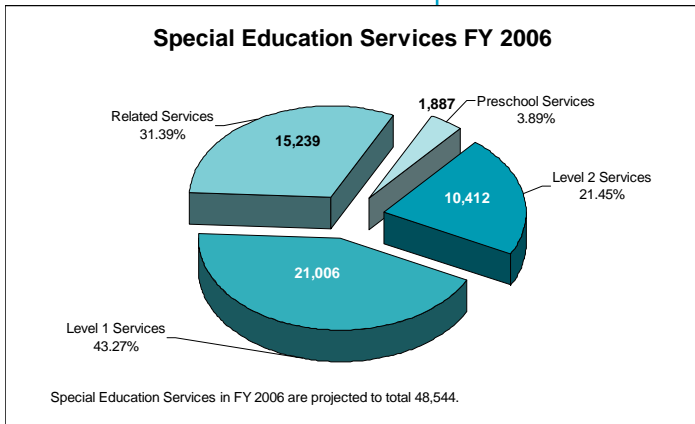
^{1/} A separate cost per service for those students receiving related services was calculated for the FY 2006 Approved Budget. This resulted in an overall lower average cost per service for those students receiving special education services. Prior year averages have also been adjusted to reflect revised methodology.

Special Education Services

Special Education Services

Special education services are classified by four different modes. The distribution of services in each mode is shown in the chart on the following page.

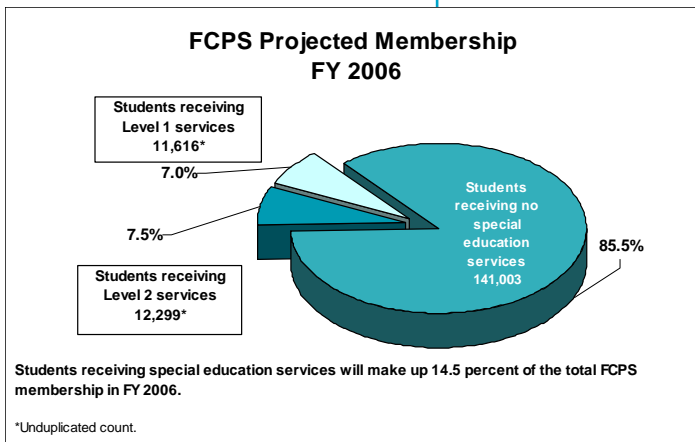
- Level 1 services are those provided to students in primary or secondary disability service areas for less than 50 percent of the school day. These services may be provided to students in a general education classroom setting or in a Level 2 classroom. If a student receives only Level 1 services, he or she is counted for FCPS membership purposes as a general education student.



- Level 2 services are those provided to students in primary or secondary disability areas for 50 percent or more of the school day. These services may be provided in general education, special education, or center classrooms. Students receiving Level 2 services are reported as special education students for FCPS membership purposes.

- Preschool special education services are provided to students under the age of five. These services may be provided either in a classroom setting or in the child's home. These students are reported as special education students for FCPS membership purposes.

- Related services are categorized as therapy services, integrated technology services, adaptive physical education services, audiology services, and career and transition services. Related services are provided to students already receiving Level 1, Level 2, or preschool special education services.



Students receiving special education services will make up 14.5 percent of the total FCPS membership in FY 2006, as shown in the chart at the right. Students receiving Level 1 services make up 7.0 percent of the FY 2006 total, while students receiving Level 2 services make up 7.5 percent of the total membership.

INFORMATION

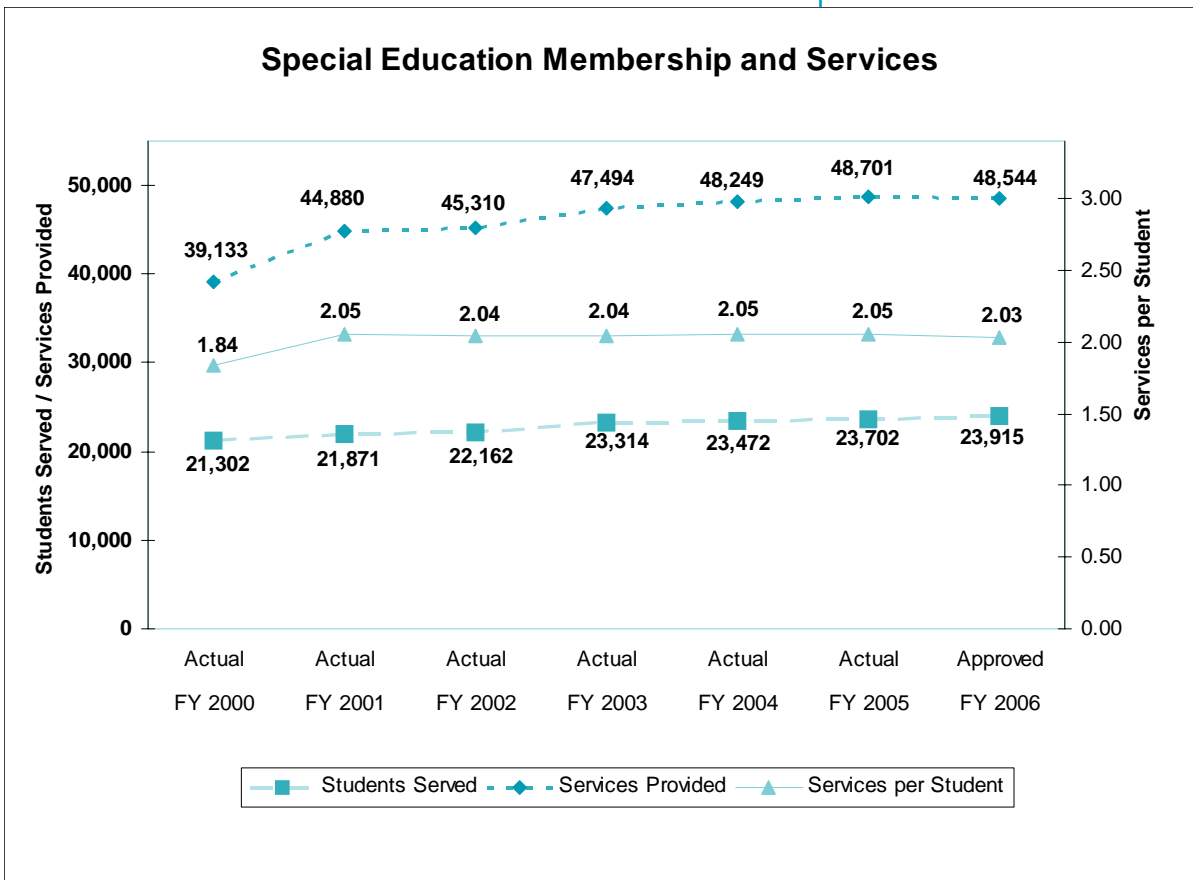
Special Education Services

Services for emotional disabilities and learning disabilities are grouped into Category A. Autism, mild retardation, moderate retardation, physical disabilities, non-categorical, and severe disabilities services are grouped into Category B.

The Commonwealth of Virginia mandates that special education be staffed according to ratios for each category/service provided at a site. The state staffing ratios are treated as caps, so if a class is one student over the ratio, additional staff must be added. This requirement holds whether the additional student is added in September or May.

Because of the difficulty in hiring certified special education teachers after the beginning of the school year, special education staffing projections take into account the growth in services that occurs during the school year.

An additional factor influencing special education staffing and costs is the number of services provided to each special education student. The chart below shows the trends in the total number of special education students, the total number of services provided to those students, and the ratio of services per student.



Special Education Services

INFORMATION

	FY 2004 Actual	FY 2005 Actual	FY 2006 Approved	Change FY 2005-FY 2006 Amount Percent	
Category A Services					
<i>Level 1</i> ^{1/}					
Emotionally Disabled	1,790	1,758	1,607	(151)	-8.6%
Learning Disabled	7,097	7,037	7,256	219	3.1%
<i>Level 2</i> ^{2/}					
Emotionally Disabled	1,261	1,174	1,153	(21)	-1.8%
Learning Disabled	6,872	6,855	6,443	(412)	-6.0%
Subtotal Category A Services	17,020	16,824	16,459	(365)	-2.2%
Category B Services					
<i>Level 1</i> ^{1/}					
Autism	534	503	503	0	0.0%
Mild Retardation	75	91	86	(5)	-5.5%
Moderate Retardation / Severely Disabled	21	21	16	(5)	-23.8%
Physically Disabled	321	190	169	(21)	-11.1%
Non-categorical	144	159	189	30	18.9%
<i>Level 2</i> ^{2/}					
Autism	520	623	763	140	22.5%
Mild Retardation	533	517	529	12	2.3%
Moderate Retardation / Severely Disabled	441	431	456	25	5.8%
Physically Disabled	94	104	122	18	17.3%
Non-categorical	608	771	803	32	4.2%
Subtotal Category B Services	3,291	3,410	3,636	226	6.6%
Other Services					
<i>Level 1</i> ^{1/}					
Preschool Resource	729	859	916	57	6.6%
Deaf/Hard-of-Hearing	305	315	308	(7)	-2.2%
Vision-Impaired	236	248	234	(14)	-5.6%
Speech and Language Impaired	10,846	10,597	10,638	41	0.4%
<i>Level 2</i> ^{2/}					
Preschool (Class-based)	945	948	971	23	2.4%
Deaf/Hard-of-Hearing	129	125	131	6	4.8%
Vision-Impaired	16	13	12	(1)	-7.7%
Subtotal Other Services	13,206	13,105	13,210	105	0.8%
Related Services					
Adaptive Physical Education	791	1,008	1,020	12	1.2%
Audiology Services ^{4/}	63	58	62	4	6.9%
Career and Transition Services	8,934	8,961	9,008	47	0.5%
Instructional Technology Services	2,075	2,298	2,250	(48)	-2.1%
Therapy Services	2,869	3,037	2,899	(138)	-4.5%
Subtotal Related Services	14,732	15,362	15,239	(123)	-0.8%
Total Services	48,249	48,701	48,544	(157)	-0.3%
Unduplicated Special Education Membership					
Students Enrolled in FCPS	22,901	23,113	23,328	215	0.9%
Contract Services Students	216	273	260	(13)	-4.8%
Private School Students	324	284	301	17	6.0%
Other	31	32	26	(6)	-18.8%
Unduplicated Membership Count^{3/}	23,472	23,702	23,915	213	0.9%

1/ Level 1 services are those which are provided less than 50 percent of the school day.

2/ Level 2 services are those which are provided 50 percent or more of the school day.

3/ Total number of students receiving special education services for whom FCPS is responsible.

4/ Audiology was first reported as of the FY 2006 proposed budget.

Graduation Requirements

Graduation Requirements

For graduating classes from 2002 and beyond, a standard diploma is awarded to students with 22 credits and an advanced studies diploma to students with 24 credits. The advanced studies diploma requires completion of Algebra I and two upper level mathematics courses, a three-year science sequence, and at least three years of a foreign language. The chart details these requirements.

Beginning with the Class of 2004, students must have verified credits in order to graduate. Verified credits are received by earning a passing grade in a Standards of Learning (SOL) related course and passing the end-of-course SOL test. Six verified credits will be required for the standard diploma and nine for the advanced diploma.

FCPS graduates earn advanced diplomas at a higher rate than most neighboring school districts and Virginia graduates on the whole, as seen in the chart entitled "Diplomas Awarded."

Diplomas Awarded			
School Year 2003-2004			
	Type of Diploma		Total Diplomas
	Standard	Advanced	
Falls Church City	35%	64%	142
Loudoun County	37%	57%	2,144
Fairfax County	38%	57%	11,021
Chesterfield County	43%	53%	3,725
Arlington County	41%	52%	1,128
Virginia Beach County	45%	48%	4,716
Prince William County	46%	47%	3,584
Henrico County	47%	43%	2,873
Alexandria City	60%	30%	540
State Total	45%	46%	75,101

NOTE: Virginia awards several types of special diplomas, so the percents of standard and advanced diplomas do not add to 100%.

Source: Virginia Department of Education

Graduation Requirements		
STANDARD DIPLOMA		
Subject	Old Requirement	New Requirement
English	4 units	4 units
Math	2 units	3 units
Laboratory Science	3 units	3 units
History/Social Studies	3 units	4 units
Health/PE	2 units	2 units
Fine or Practical Arts	1 unit	1 unit
Social Studies or Foreign Language Elective	1 unit	not required
Electives	5 units	5 units
Total Required	21 credits	22 credits
ADVANCED DIPLOMA		
Subject	Old Requirement	New Requirement
English	4 units	4 units
Math	3 units	4 units
Laboratory Science	3 units	4 units
History/Social Studies	3 units	4 units
Foreign Language	3 units	3 units
Health/PE	2 units	2 units
Fine or Practical Arts	1 unit	1 unit
Electives	4 units	2 units
Total Required	23 credits	24 credits

Graduation Requirements

About the Virginia Standards of Learning

The Virginia Board of Education has adopted curricular requirements called the Standards of Learning (SOL). Included in the requirements are mandated assessments of student progress in core academic areas at the end of the third, fifth, and eighth grades and at the end of the course for 11 required high school level courses. School districts are required to offer remediation activities to students who have failed the SOL tests.

The SOL tests are tied to the accreditation process for each school through the Standards of Accreditation. These requirements mandate that 70 percent of the test takers in each school pass each test for the school to be accredited. Beginning in the 2003-2004 school year, the pass rate in third- and fifth-grade English required for schools to be fully accredited is 75 percent. The Fairfax County School Board has committed in its strategic targets to having all FCPS schools meet this standard.

For the academic years ending in 2001 through 2003, each school received one of the following ratings: fully accredited, provisionally accredited/meets state standards, provisionally accredited/needs improvement, accredited with warning, or conditionally accredited. For the academic years ending in 2004 and 2005, the provisionally accredited ratings ceased to exist. Starting in the 2005-2006 school year, accreditation may be denied or withheld. For a more detailed explanation of the accreditation ratings, visit the Virginia Department of Education web page (www.pen.k12.va.us).

Based on spring 2004 scores, 178 of the FCPS regular education school sites (95 percent) have been fully accredited by the Virginia Department of Education based on Standards of Learning (SOL) test results from 2003-04. This is up from 112 schools in 2000, 146 schools in 2001, 163 schools in 2002 and 168 schools in 2003. Statewide 84 percent of schools have achieved full accreditation.