

Information

Information

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Benchmarks

FY 1998 - FY 2003

	FY 1998 Actual	FY 1999 Actual	FY 2000 Actual	FY 2001 Actual	FY 2002 Estimate	FY 2003 Proposed
Membership						
General	138,692	141,650	144,241	147,887	150,987	153,896
Special Ed Level 2 and Preschool ¹	9,344	9,768	10,282	10,444	12,162	12,650
Total	148,036	151,418	154,523	158,331	163,149	166,546
ESOL Membership	10,419	11,259	13,467	15,635	18,008	20,259
Total Special Education Services ²	34,762	37,572	39,133	44,880	48,805	50,228
Number of Schools ³	205	205	206	204	204	205
New Schools	0	2	1	1	1	1
New Alternative HS and Centers	0	0	0	0	0	0
Full-Time Positions	17,311.9	18,050.3	19,019.6	19,970.4	20,509.6	20,976.5
School-Based	15,508.7	16,179.6	17,077.8	17,974.3	18,426.1	18,894.0
Nonschool-Based	1,495.6	1,537.1	1,581.6	1,596.4	1,627.8	1,626.8
Grant-Funded	307.6	333.6	360.2	399.7	455.7	455.7
Percent School-Based	91.2%	91.3%	91.5%	91.8%	91.9%	92.1%
Percent Nonschool-Based	8.8%	8.7%	8.5%	8.2%	8.1%	7.9%
Beginning Teacher Salary	\$29,567	\$30,158	\$30,761	\$32,299	\$34,069	\$34,750
Average Teacher Salary	\$45,328	\$46,534	\$47,465	\$49,839	\$51,516	\$52,546
Cost Per Pupil ⁴	\$7,451	\$7,731	\$8,203	\$8,553	\$8,938	\$9,641
Number of Buses	1,245	1,285	1,331	1,428	1,460	1,477
Average Age	7.8	6.6	6.3	7.3	7.6	7.2
Total Operating Fund (\$ in millions)	\$1,100.7	\$1,147.1	\$1,271.7	\$1,376.3	\$1,519.0	\$1,607.2
Source of Revenue						
Percent County	70.4%	69.0%	67.5%	69.3%	71.1%	75.7%
Percent State	20.1%	21.9%	21.9%	22.3%	20.9%	19.5%
Percent Beginning Balance	6.0%	5.1%	6.7%	4.0%	3.3%	0.6%
Percent Other	3.5%	4.0%	3.9%	4.4%	4.7%	4.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

¹ FY 2002 reflects the revised special education Level 2 membership (self-contained)

² Includes all Level 1 and Level 2 services

³ In FY 1999, Markham, Cheney, and Barden Elementary Schools were consolidated into Fort Belvoir Elementary School. 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 Southwest County Middle School.

⁴ Reflects the MABE cost per pupil for all instructional programs

Trends

Trends Affecting our Schools

In a changing world, many trends affect how we approach meeting the needs of our students. In order for the budget to set the stage for a world-class education, while recognizing the importance of cost-effective schools, it is important to recognize factors that are affecting the budget requirements in FY 2003. This section of the proposed budget examines four key trends affecting our school community:

- Enrollment Growth
- Changing Demographics
- Student Achievement
- Instructional Staffing Trends

Enrollment Growth

In FY 2003, Fairfax County Public Schools will enroll 166,546 students in 205 schools, sites, and centers. This represents an increase of 2,959 students from the FY 2002 approved, and 31,444 additional students in the past decade. New schools, staff, and supplies are needed to meet student membership growth. The cost of staffing and supplies required to support membership growth will be \$27.8 million in FY 2003. The cumulative cost of membership growth in the past five years exceeds \$165 million.

New schools are needed to meet student membership growth, as well as population shifts throughout the county. Since FY 1999, FCPS has opened six new school buildings to accommodate the growth in student membership.

FY 2003 Membership Growth

Grade Level	FY 2002 Estimate	FY 2002 Approved	FY 2003 Proposed	Change from Estimate		Change from Approved	
				Number	%	Number	%
Kindergarten	10,870	10,598	10,656	(214)	-2.0%	58	0.5%
Grades 1-6	70,318	70,995	71,681	1,363	1.9%	686	1.0%
Grades 7-8	22,644	22,987	23,619	975	4.3%	632	2.7%
Grades 9-12	43,901	43,591	44,642	741	1.7%	1,051	2.4%
FECEP	1,200	1,200	1,163	(37)	-3.1%	(37)	-3.1%
Alternative HS & Court Programs	2,054	2,054	2,135	81	3.9%	81	3.9%
Subtotal, General Education	150,987	151,425	153,896	2,909	1.9%	2,471	1.6%
Special Education Level 2	12,162	12,162	12,650	488	4.0%	488	4.0%
Total Membership	163,149	163,587	166,546	3,397	2.1%	2,959	1.8%

On June 25, 2001, the School Board held a work session to review special education membership and staffing. To fully capture the variability and complexity of special education staffing, it was agreed that the focus must be on the total number of services provided rather than just the number of Level 2 (self-contained) students. Additional information on special education staffing and services can be found in the Information Section. The School Board was informed that with the new methodology, the FY 2002 projection for the number of Level 2 special education students would be revised.

Trends

FCPS Membership History and Projections

Fiscal Year	General Education			Special Education	Total
	Grades K-6 ¹	Grades 7-8	Grades 9-12 ²	Level 2 ³	
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	9,334	148,026
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	47,155	12,162 ⁴	163,149

Membership Projections

2003	83,500	23,619	46,777	12,650	166,546
2004	84,592	24,103	47,275	12,852	168,822
2005	85,357	24,301	48,537	13,116	171,311
2006	86,129	24,407	49,579	13,412	173,527
2007	86,377	24,767	50,701	13,715	175,560

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 revised FY 2002 approved membership for special education, Level 2.

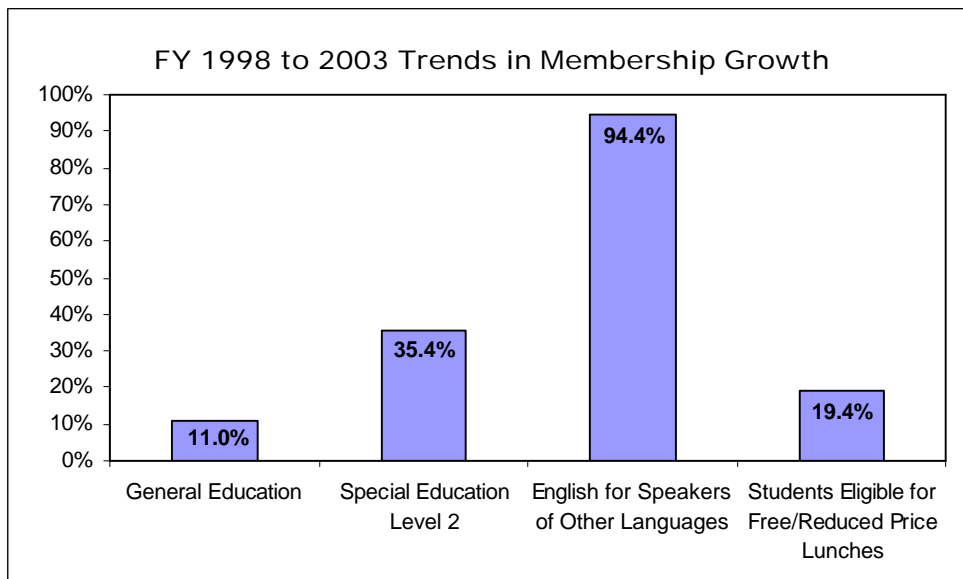
During the fiscal year the official count for general education is based on the September 30 membership, as required for state reporting. Special education, Level 2 membership reflects enrollment as of December 1, which allows comparisons with state, local, and federal data. The English for speakers of other languages (ESOL) component of general education is captured in January and the Family and Early Childhood Education Program (FECEP) component is captured as of March 31. For the proposed stage of the budget, general education membership for the current year estimate is the only figure that is updated from the approved budget figures. The approved stage of the budget will reflect the actual membership for special education Level 2, FECEP, ESOL, and alternative programs.

The Department of Information Technology 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. The DIT report enumerates the membership as of a specific date but does not include students enrolled in the Preschool Home-Based Program.

In addition to increased numbers of students, the composition of membership growth has added to the cost. During the past decade, the special education and English for speakers of other languages (ESOL) population have increased at a faster pace than the general education population.

Special Education Membership Trends

Membership in special education Level 2 programs, including preschool programs, has increased each year by an average rate of 6.25 percent since 1998. Special education students require specialized instruction and additional resources. The average cost per pupil for the special education program is \$15,130; the general education program cost per pupil is \$8,189. 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 \$4,407. Since FY 1998, the average growth rate for the provision of Level 1 services is 5.16 percent.



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. As shown in the chart above, over the past five years ESOL membership has increased faster than special education membership and significantly faster than general education membership. In FY 1998, ESOL services were provided to 10,419 students with 414.9 teachers; 20,259 students will receive ESOL instruction from 684.9 teachers and guidance counselors in FY 2003. This includes ESOL teachers in the alternative high school program and the ESOL transition centers.

The total ESOL budget (including transition centers) has grown from \$24.3 million in FY 1998 to \$46.5 million in FY 2003. The substantial increase reflects the increase in membership and the cost of employee salaries. The FY 2003 cost of providing ESOL services for each student is \$3,008.

Trends

Trends in Free and Reduced-Price Lunch Eligibility

Another segment of student growth that has been increasing more rapidly than the general education population, is the number of students eligible for free or reduced price lunch. Families qualifying for free lunches must not exceed an income level of \$22,945 for a family of four; for reduced-price lunches the maximum family income is \$32,653. In FY 2003, the number of students projected eligible for free and reduced-price lunch services is 33,810, or 20.3 percent. The number of students qualifying for this program has risen by 19.4 percent since 1998; this increase has occurred during a period of unprecedented economic prosperity.

Changing Demographics

In many ways, the changes in enrollment mirror the changing demographics of Fairfax County. Fairfax County comprises 399 square miles of suburban countryside, just southwest of the nation's capital. It is the 37th largest county in the United States, with a January 2000 population of 964,712, making Fairfax County larger than the population of seven states. Twenty-seven percent of its population is under 20 years of age, while 17 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 over 59 percent of all residents over 25 having at least a four-year college degree. Fairfax County is one of the most affluent counties in the nation, with a median household income of \$82,000, and a median family income of \$95,000 in 2000. Moreover, the median sale price of a new single family house in Fairfax County exceeded \$500,000 in 2000.

Fairfax County is also racially, economically, and linguistically diverse. In 2000, 64.4 percent of the population was white (non-Hispanic), compared with 77.4 percent in 1990. Asians are the second largest segment of the population, comprising 13.0 percent of the population, followed by Hispanics at 11.0 percent, blacks (non-Hispanic) at 8.4 percent, and others at 3.2 percent.

Of the total Fairfax County population in 1998, over 30 percent of those over the age of five speak a language other than English at home. This diversity is mirrored in the Fairfax County Public Schools where over 100 native languages are represented among the students enrolled.

Fairfax County Demographics from the 2000 Census

Population	964,712
Housing Units	358,960
Households	353,136
Land Area (square miles)	399
Labor Force Participation:	
Females, age 16 or older	72.1%
Males, age 16 or older	85.8%
Percent of families with incomes over \$150,000	47.6%
High School Graduates	91.7%
Children 12 or younger needing day care	32.5%
Persons speaking a language other than English at home	34.7%
Households with computers with internet access	79.0%
Persons without health insurance	8.2%

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 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

Fairfax County Public Schools once again received a "Gold Medal" rating from *Expansion Management* magazine (EM) in their 2000 rankings. EM annually rates over 2,200 school districts around the country 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. It may range from a low of 50 to a high of 150.

School District	EQ	GO	RI	CI	Rating
Fairfax County	148	147	149	149	Gold
Montgomery County	142	148	118	147	Gold
Prince William County	138	137	143	142	Gold
Chesterfield County	126	127	118	138	Gold
Alexandria City	86	65	149	37	Green
Prince George's County	85	79	91	131	Green

The Graduate Outcome (GO) score is composed of graduation rates, SAT and ACT scores, and the percentage of students taking these tests. 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 received the highest rating of the metropolitan Washington area districts rated. Of the 20 largest public school districts in the country, FCPS was one of only two to receive the Gold Medal award. FCPS scored well above the average score of 87 for these districts.

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 manufacturing and larger service firms, emphasize the importance of education when making relocation decisions for their businesses and employees.

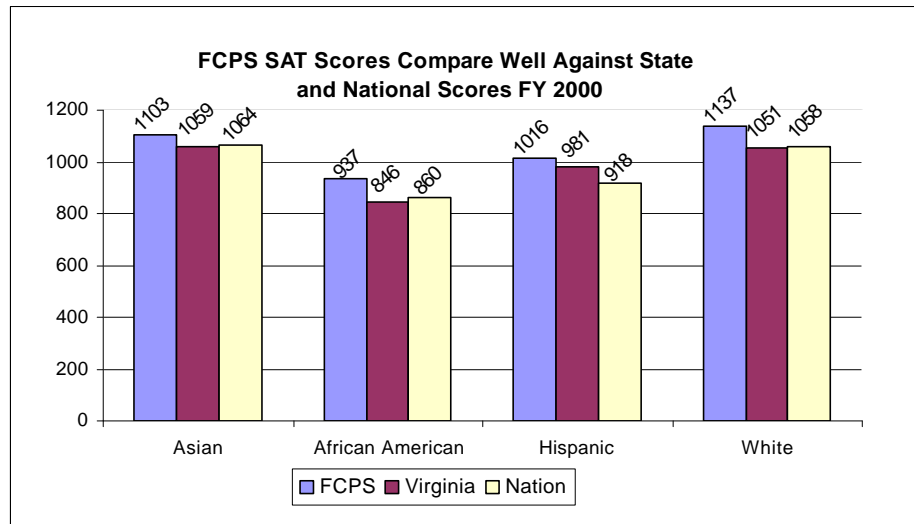
Falls Church City	1159
Fairfax County	1093
Montgomery County	1093
Arlington County	1041
Loudoun County	1036
Prince William County	1011
Manassas City	1033
Alexandria City	963
Prince George's County	886
US National Average	1020
Virginia Statewide Average	1011

Trends

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. Moreover, only Falls Church City schools has 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 its students is reflected in the SAT scores of FCPS minority students compared with Virginia and national performance. The chart shows that FCPS Asian, African American, Hispanic, and white 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. FCPS had 207 semifinalists in the National Merit Scholarships in FY 2000 and nine FCPS students were among the 547 semifinalists chosen nationwide for the 1999 Presidential Scholars Program.

The FCPS dropout rate is dramatically lower than local and state rates. The FCPS dropout rate decreased from 2.6 percent in FY 2000 to 2.2 percent in FY 2001. This compares favorably with the statewide rate of 3.2 percent.

Instructional Staffing Trends

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 which are approved by the School Board. At the elementary level, class size is determined by the number of students in each grade level. 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.

Over the years, there have been a number of significant changes in school-based staffing. Major changes since FY 1998 are listed in the chart. Each item listed has impact in subsequent fiscal years, but only the cost in the year of implementation is shown.

Major Staffing Changes: FY 1998 - FY 2003			
Fiscal Year	Program	Positions	Amount (\$ in millions)
1998	Round Calculation @ .50 for Grades 1-6	37.7	\$1.7
1999	Grade One Capped @ 25	36.2	\$2.0
	Secondary Cap in SOL Classes	20.0	\$1.0
	State K-3 Initiative	31.2	\$1.3
	Additional Time-Out Rooms and ISP Sites	42.5	\$1.3
	Success by Eight	8.0	\$0.5
2000	Success by Eight (Phase II)	10.0	\$0.5
	Project Excel	95.2	\$8.8
	MGT Clerical Study	61.0	\$0.8
	Additional Time-Out Rooms and ISP Sites	9.0	\$0.2
2001	Project Excel (Phase II and Bonuses)	15.0	\$2.9
	Focus 2004	28.0	\$1.8
	Inclusive Opportunities	17.0	\$0.9
	Success by Eight (Phase III)	6.0	\$0.4
	Additional Time-Out Rooms	4.0	\$0.1
	ISP Program Consolidation	(9.0)	(\$0.3)
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)
	ESOL Ratios Increased 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
	Kindergarten Teacher Planning Time	16.0	\$0.8
2003	Project Excel expanded to 8 additional schools	48.8	\$6.7
	Success by Eight expanded to 6 additional schools	12.2	\$0.8

Staffing


Elementary Staffing

All positions assigned to a school are determined by formulas approved by the School Board. Formulas vary by grade level and programs. School principals have some flexibility in determining how teacher positions will be utilized.

In addition to basic staffing, FCPS provides supplemental staffing for schools that operate special instructional programs. The programs operating at the selected elementary schools include Special Needs at 32 schools, Excel at 28 schools, First Grade Reduced Ratio at 46 schools, and Success by Eight at 23 schools. All of these supplemental programs have an impact on divisionwide pupil-teacher ratios by adding one to four teachers more than the basic formula would provide.

At the elementary level, some formulas provide a maximum class size cap. For example, a school with 25 first grade students qualifies for 1 teacher since the first grade class cap provides 1 teacher for up to 25 students. If the school had 26 students, the school would qualify for 2 teachers. Ratio based formulas calculate the number of teachers by dividing the appropriate membership by the ratio.

In FY 2003, a total of 3,282 classroom teachers are required to staff elementary classes. Excluding kindergarten, the average systemwide elementary school ratio is 21.5 students for every teacher.



FY 2003 Staffing for an Average Elementary School of 600 Students

1.0	Principal
1.0	Assistant Principal
1.5	Guidance Counselors
20.0	Classroom Teachers
1.5	Kindergarten Teachers
1.0	Reading Teacher
1.0	Librarian
3.2	PE/General Music Teachers
0.5	Instrumental Music Teacher
0.3	Gifted and Talented Resource Teacher
0.6	Art Teacher
2.0	Instructional Assistants
1.5	Kindergarten Assistants
4.0	Office Personnel
4.5	Custodians
6.0	Special Education Teachers
1.0	ESOL Teachers
4.0	Special Education Assistants
1.0	Speech and Language Teacher
0.5	Technology Specialist

Did you know...

.....When all teacher scale positions -- librarians, guidance counselors, art, music, reading, physical education, English for speakers of other languages -- are included, the systemwide elementary school ratio is reduced to 13.2 students for each teacher.

Staffing



Elementary School Teacher Staffing Formulas

Kindergarten

- *Regular Staffing* – Half-Day Program, Maximum Class Size Cap
0.5 teacher and 0.5 instructional assistant for every 28 students
- *Special Needs Staffing*- Half-Day Program, Maximum Class Size Cap
0.5 teacher and 0.5 instructional assistant for every 24 students
- *Project Excel* – Full-Day Program, Maximum Class Size Cap
1.0 teacher and 1.0 instructional assistant for every 22 students

Grade 1

- *Regular Staffing* - Maximum Class Size Cap
1.0 teacher for every 25 students
- *Reduced Ratio Program*
1.0 teacher for every 15.5 students
1.0 teacher for every 15 students (Project Excel Schools)
- *Special Needs Staffing* - Ratio
1.0 teacher for every 21 students

Grades 2-3

- *Regular Staffing* – Ratio
1.0 teacher for every 25 students
1.0 teacher for every 24.5 students (Project Excel Schools)
- *Special Needs Staffing* – Ratio
1.0 teacher for every 21 students
1.0 teacher for every 20.5 students (Project Excel Schools)

Grades 4-6

- *Regular Staffing* – Ratio
1.0 teacher for every 27 students
1.0 teacher for every 26.5 students (Project Excel Schools)
- *Special Needs Staffing* – Ratio
1.0 teacher for every 23 students
1.0 teacher for every 22.5 students (Project Excel Schools)

Success by Eight

- *Staffing for grades K-2*– Ratio
1.0 teacher for every 22.5 students

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 free lunch 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 section of this book.

Elementary School Staffing Regular Staffing			
	Membership		Teachers
Kindergarten half day	38	class cap of 28	1.0
Grade 1	42	class cap of 25	2.00
Grade 2	50	25 to 1 ratio	2.00
Grade 3	58	25 to 1 ratio	2.32
Grade 4	55	27 to 1 ratio	2.04
Grade 5	57	27 to 1 ratio	2.11
Grade 6	60	27 to 1 ratio	2.22
subtotal grades 1 - 6	322		
		Subtotal grades 1 -6	12.69
		ROUNDS to	13.0
Total Membership	360		
		Total K - 6 staffing	14.00

The chart above shows the results of applying the classroom teacher staffing formula to an elementary school with 360 students.


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 some flexibility in determining how teacher positions will be utilized.

In addition to basic staffing, FCPS provides supplemental staffing for nine middle schools that are designated as special needs. Additional staffing is also provided to schools with the International Baccalaureate, Focus, or Block Schedule Programs.

In FY 2003, a total of 1,408 classroom teachers are required to staff middle school classes. The average systemwide middle school ratio is 24.5 students for every teacher.



FY 2003 Staffing for an Average Middle School of 1,000 Students

- 1.0 Principal**
- 2.0 Assistant Principals**
- 1.0 Guidance Director**
- 4.0 Guidance Counselors**
- 49.3 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**
- 7.0 Custodians**
- 9.0 Special Education Teachers**
- 3.0 ESOL Teachers**
- 3.0 Special Education Assistants**
- 1.0 Safety and Security Assistant**
- 0.5 Technology Specialist**

Did you know...

.....When all teacher scale positions -- librarians, guidance counselors, art, music, reading, physical education, English for speakers of other languages -- are included, the systemwide middle school ratio is reduced to 18.0 students for each teacher.

Staffing

The chart below 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 section of this book.

Middle School Teacher Staffing Formulas	
<ul style="list-style-type: none"> Core Teachers General Education Membership X 5 (class periods) ÷ 137.5 (Regular Maximum Teacher Load) General Education Membership X 5 (class periods) ÷ 134.5 (Special Needs Maximum Teacher Load) 	
<ul style="list-style-type: none"> Mainstream Teachers Special Education Level 2 and ED center Membership X 3 (approximate class periods) ÷ 142.5 (Regular Maximum Teacher Load) Special Education Level 2 and ED center Membership X 3 (approximate class periods) ÷ 139.5 (Special Needs Maximum Teacher Load) 	
<ul style="list-style-type: none"> Noncore Teachers General Education Membership X 2 (class periods) ÷ 142.5 (Regular Maximum Teacher Load) General Education Membership X 2 (class periods) ÷ 139.5 (Special Needs Maximum Teacher Load) 	

The following chart shows the results of applying the classroom teacher staffing formulas to a middle school with 1,000 general education students.

Middle School Staffing			
Regular Staffing			
	Membership		Teachers
General Education	1,000		
Special Education Level 2 (Self-contained)	95		
Core Teachers	1,000 x 5 / 137.5		36.36
Mainstream Teachers	95 x 3 / 142.5		2.00
Non Core Teachers	1,000 x 2 / 142.5		<u>14.04</u>
	Total Teachers		52.40

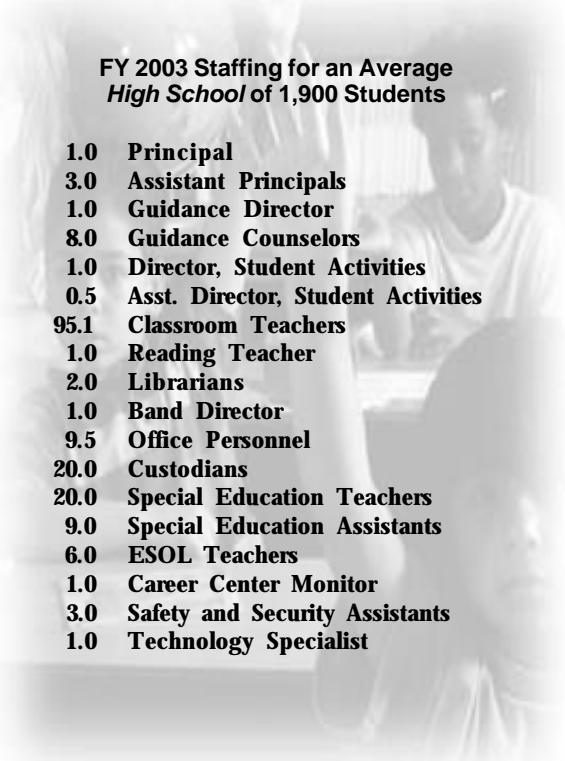
Staffing

High 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 some 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. Additional staffing is also provided to schools with the International Baccalaureate, Focus, or ROTC Programs.

In FY 2003, a total of 2,629 classroom teachers are required to staff high school classes. The average systemwide high school ratio is 24.4 students for every teacher.



FY 2003 Staffing for an Average High School of 1,900 Students

1.0	Principal
3.0	Assistant Principals
1.0	Guidance Director
8.0	Guidance Counselors
1.0	Director, Student Activities
0.5	Asst. Director, Student Activities
95.1	Classroom Teachers
1.0	Reading Teacher
2.0	Librarians
1.0	Band Director
9.5	Office Personnel
20.0	Custodians
20.0	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	Technology Specialist

Did you know...

.....When all teacher scale positions -- librarians, guidance counselors, art, music, reading, physical education, English for speakers of other languages -- are included, the systemwide high school ratio is reduced to 18.2 students for each teacher.

Staffing

The chart below 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 section of this book.

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)

The following chart shows the results of applying the classroom teacher staffing formulas to a high school with 2,000 general education students.

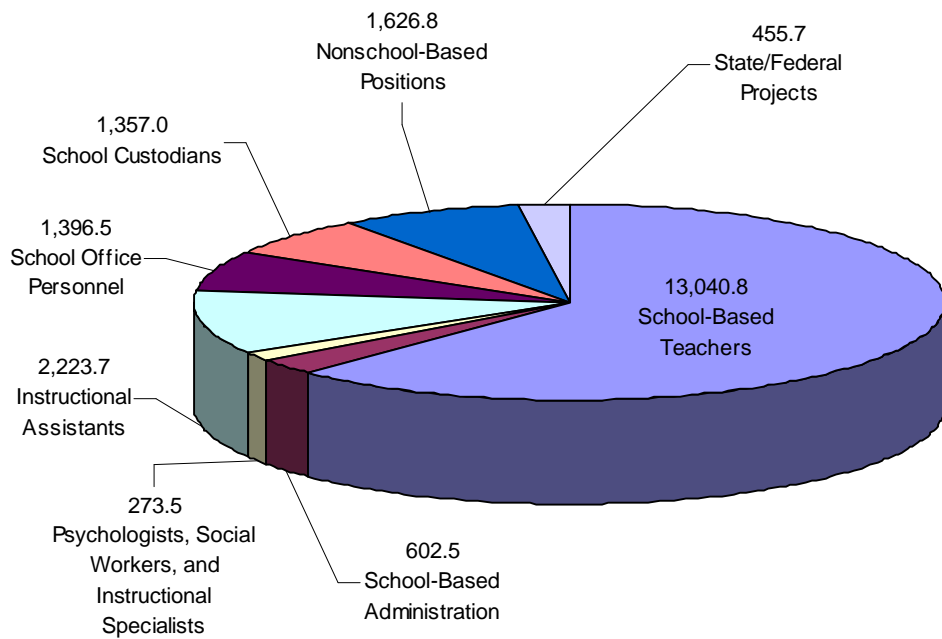
High School Staffing			
Regular Staffing			
	Membership		Teachers
General Education	2,000		
Special Education Level 2 (Self-contained)	153		
Core Teachers		2,000 x 6 / 142.5	84.21
Mainstream Teachers		153 x 4 / 142.5	4.29
English Teachers		2,000 / 120	<u>16.67</u>
		Total Teachers	105.17

Authorized Positions

FY 2003 Proposed Full-Time Positions

FCPS is expected to employ 20,976.5 full-time equivalent employees. Of these, 455.7 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, over 92 percent of the FCPS funded positions, or 18,894.0 are in classrooms and school buildings directly serving the needs of our students. The remaining 1,626.8 positions are nonschool-based and represent less than 8 percent of the FCPS funded positions as compared to 8.8 percent in FY 1998.

FY 2003 Authorized Positions



Authorized Positions

Position Growth

In FY 2003, the number of full-time equivalent (FTE) employees is expected to increase 466.9 positions over the FY 2002 estimate. As shown on the chart to the right, the majority of new positions are directly related to enrollment growth and program growth for Success by Eight, Project Excel and Student Accountability programs.

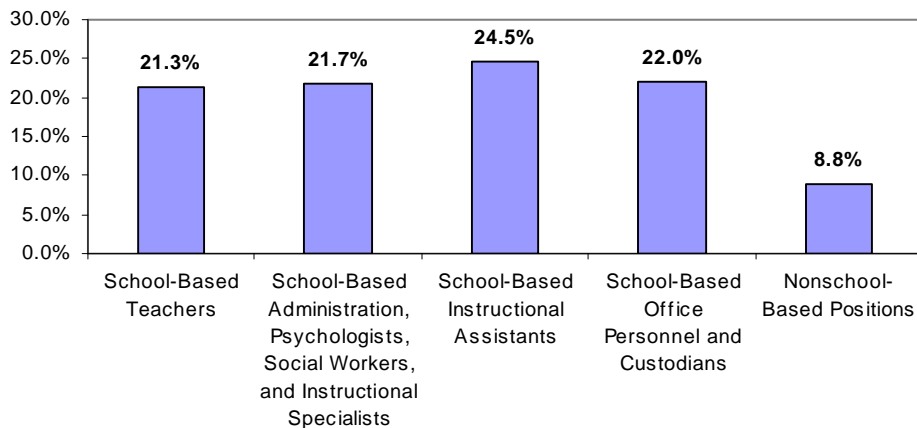
FY 2003 Position Growth Summary	
FY 2002 Estimate	20,509.6
FY 2003 Adjustments	
Membership Growth	371.9
Program Growth	97.0
Position Reductions	<u>(2.0)</u>
	466.9
FY 2003 Proposed	20,976.5

The following charts illustrate FCPS' commitment to classroom instruction. In the past five years, not only has additional staffing been provided for the 12.5 percent increase in student membership, but FCPS has made significant improvements to our instructional programs as well. Since 1998, 3,385.3 school-based positions were added (an increase of 21.8 percent) to support membership growth and program improvements such as Project Excel and the Success by Eight, both of which include all-day kindergarten.

These improvements were made despite funding shortfalls by redirecting resources from support services to the educational program. This is evident by examining the significantly smaller increase of 131.2 nonschool-based positions (or just 8.8 percent). This dramatic difference in growth between school-based and nonschool-based positions is particularly evident in the chart below.

FY 1998 to FY 2003 Position Growth						
Description	FY 1998		FY 2003		FY 1998 to 2003	
	Amount	Percent	Amount	Percent	Amount	Percent
School-Based	15,508.7	91.2%	18,894.0	92.1%	3,385.3	21.8%
Nonschool-Based	1,495.6	8.8%	1,626.8	7.9%	131.2	8.8%
Total FCPS Funded	17,004.3	100.0%	20,520.8	100.0%	3,516.5	20.7%
State & Federal Projects	307.6		455.7		148.1	48.1%
Total	17,311.9		20,976.5		3,664.6	21.2%

School-Based vs. Nonschool-Based Position Growth

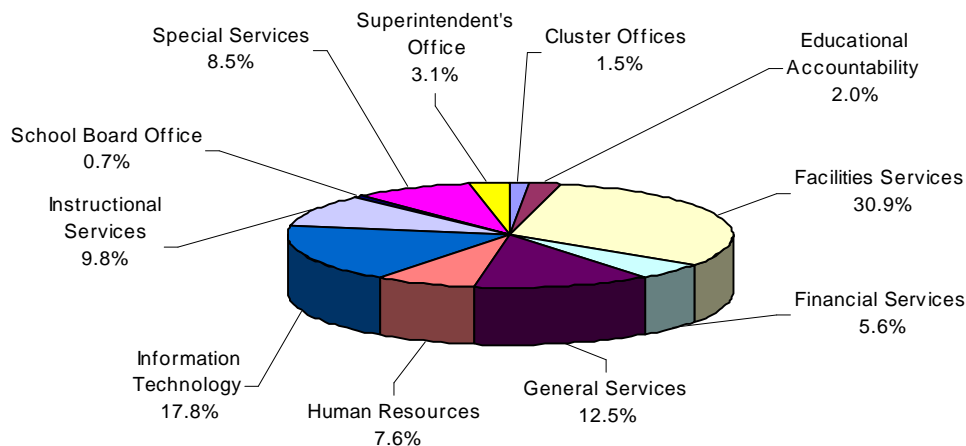


Authorized Positions

Nonschool-Based Positions

The chart below displays the nonschool-based positions by department and cluster. Over 43 percent of these positions support FCPS' maintenance, transportation, supply, and facility requirements in the Departments of Facilities Services and General Services. In addition, over 36 percent support the educational program through curriculum and staff development, student services, school information services, library operations, and program monitoring. The remaining positions support basic overhead requirements such as hiring and other human resources functions, payroll and accounting, community relations, and central management.

FY 2003 Nonschool-Based Full-Time Positions
by Department and Cluster



The table to the right presents the nonschool-based positions by major job types. Over 56 percent of nonschool-based FTE's are for tradespersons, security, office assistant, transportation, and custodial personnel, representing more than four percent of total FCPS funded positions. By contrast, administrators (Leadership Team, directors, and coordinators) represent less than one percent of total FCPS funded positions.

FY 2003 Nonschool-Based Positions by Type		
		Percent of Total FCPS Funded Positions
Trades and Security Personnel	525.0	2.6%
Specialists/Technicians	520.0	2.5%
Office Assistants	319.0	1.6%
Administrators	194.8	0.9%
Transportation/Custodians	68.0	0.3%
Total	1,626.8	7.9%

Cost Per Pupil & Cost Per Service

Cost Per-Pupil & Per-Service 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.

The FY 2003 average cost per pupil for all instructional programs is \$9,641.

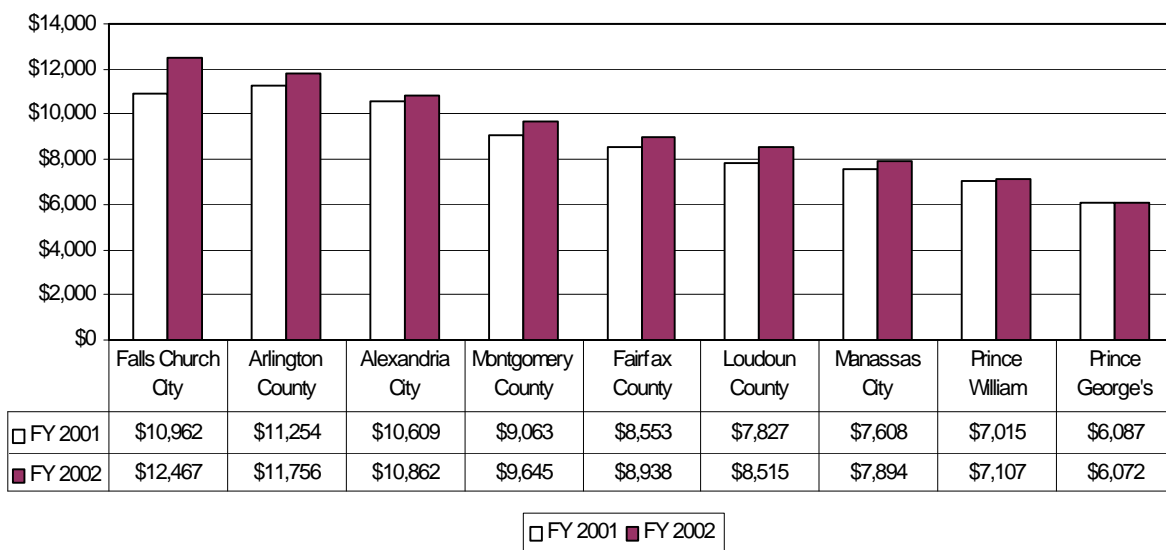
A systemwide cost per pupil, which includes both general and special education but excludes FECEP/Head Start and Adult and Community Education, is computed using the methodology agreed on by the Metropolitan Area Boards of Education (MABE).

MABE Comparative Costs Per Pupil

The FY 2001 and FY 2002 approved systemwide average cost-per-pupil ratios calculated according to the MABE 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 2001 and FY 2002, FCPS ranked fifth in comparison to other metropolitan school districts.

One source of difference in the MABE cost per pupil is the type of kindergarten program offered. FCPS has primarily half-day kindergarten programs, as do Prince William and Loudoun Counties. Arlington County and Alexandria City, two divisions with higher costs per pupil, only offer full-day kindergarten programs.

MABE Cost Per Pupil



Cost Per Pupil & Per Service

Detailed Costs 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 instructional support program costs are allocated to the appropriate programs on a cost-share basis. Then the indirect costs from the facilities management, general support, and central administration programs are distributed on a cost-share basis. Direct and indirect costs for Adult Education and the Grants and Self-Supporting Fund are excluded. The remaining total is divided by an unduplicated count of the membership enrolled in the program to arrive at an average cost per pupil. The only exceptions are for 6th grade students who attend middle schools and kindergarten-age children who attend Success by Eight schools. Sixth grade students who attend one of the grade 6-8 middle schools are included in the middle school cost per pupil, as are their associated costs. Success by Eight kindergarten-age children are included in the elementary cost per pupil, as are their associated costs. Costs of full-day kindergarten in Project Excel schools are included in the kindergarten cost per pupil.

In addition, FCPS has begun calculating cost-per-service ratios for many of the special programs and services offered in our schools. It is useful to measure the costs of specialized services. Students in FCPS schools receive a multiplicity of services, including gifted and talented, English for speakers of other languages, alternative school, special education Level 1 and Level 2, center-based special education, and high school academies.

For elementary, middle, and high school students, separate costs per pupil are calculated for students receiving ESOL services and students who do not receive ESOL services.

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

FCPS Average Cost Per Pupil FY 2003 Proposed

	FY 2001 Approved	FY 2002 Approved	FY 2003 Proposed	Change	
				FY 2002-FY 2003 Amount	FY 2002-FY 2003 Percent
General Education					
FECEP	\$4,523	\$4,615	\$5,643	\$1,028	22.3%
Kindergarten	\$4,474	\$4,682	\$5,023	\$341	7.3%
Elem School Program	\$7,129	\$7,429	\$8,056	\$627	8.4%
Middle School Program	\$7,778	\$7,823	\$8,340	\$517	6.6%
High School Program	\$8,338	\$8,720	\$9,205	\$485	5.6%
Average for General Education	\$7,366	\$7,645	\$8,189	\$544	7.1%
Average for Special Education	\$12,216	\$13,555	\$15,130	\$1,575	11.6%

Cost Per Pupil & Per Service

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.

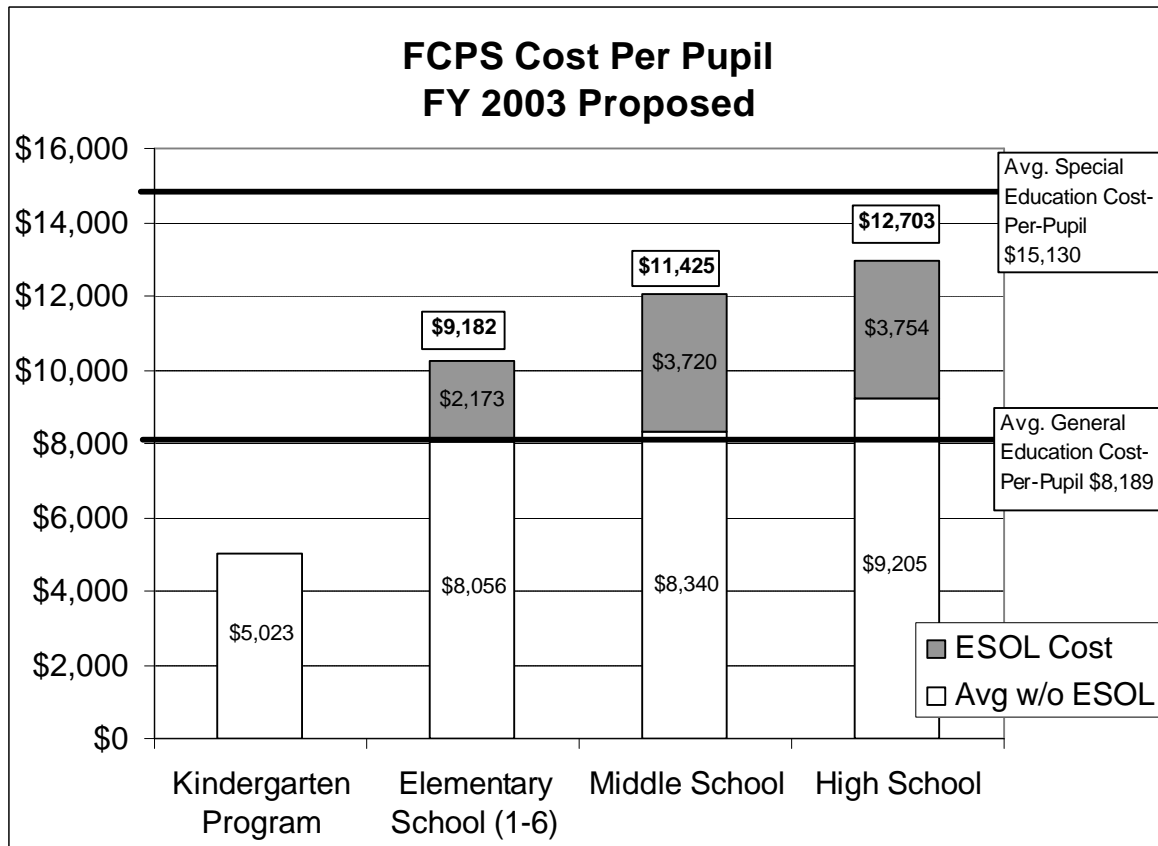
Because a student not enrolled in a special education class would be enrolled in general education classes, a net special education cost per pupil is calculated. For FY 2003, the net cost per pupil for special education is \$6,941.

In the chart below, the bars show average cost per pupil for:

- Kindergarten
- Elementary, middle, and high school for students receiving ESOL services
- Elementary, middle, and high school for students who do not receive ESOL services

The horizontal lines show:

- The systemwide average cost per pupil for general education students
- The systemwide average cost per pupil for special education students



Cost Per Pupil & 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 costs per service for the various alternative school programs, ESOL, and for special education for each of its major service delivery modes.

On the following page, the chart provides a more detailed look at the per service cost for special education services.

Cost Per Service Summary					
	FY 2001	FY 2002	FY 2003	Change	
	Approved	Approved	Proposed	Amount	Percent
Alternative Programs					
Intervention and Support Program	\$20,435	\$17,330	\$18,241	\$911	5.3%
Alternative High School Programs	\$11,264	\$13,191	\$13,662	\$471	3.6%
DSS Alternative Programs	\$12,495	\$14,641	\$14,897	\$256	1.7%
English for Speakers of Other Languages					
Elementary (1-6) Program	\$1,886	\$1,780	\$2,169	\$389	21.9%
Middle School Program	\$3,675	\$3,818	\$4,639	\$821	21.5%
High School Program	\$4,060	\$4,198	\$4,704	\$506	12.1%
Special Education	\$2,482	\$3,732	\$3,764	\$32	0.9%
Average for ESOL	\$2,523	\$2,522	\$3,008	\$486	19.3%
Special Education					
Preschool	\$13,821	\$15,750	\$16,729	\$979	6.2%
Level 1 Services (Resource)	\$3,523	\$3,884	\$4,407	\$523	13.5%
Level 2 Services (Self-Contained)	\$15,899	\$17,506	\$18,996	\$1,490	8.5%
Average for Special Education	\$8,006	\$8,742	\$9,510	\$768	8.8%

Special Education Services

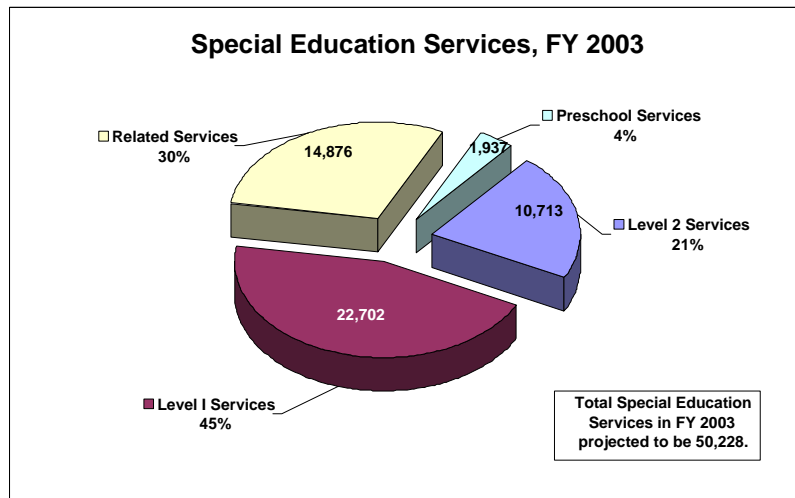
Special Education Per-Service Costs FY 2003 Proposed					
	FY 2001	FY 2002	FY 2003	Change in FY 2003 Compared to FY 2002	
	Approved	Approved	Proposed	Amount	Percent
Preschool					
Home Resource	\$7,103	\$8,341	\$8,958	\$617	7.4%
Classroom-Based	\$19,268	\$22,219	\$23,501	\$1,282	5.8%
Average Per-Service Cost, Preschool	\$13,821	\$15,750	\$16,729	\$979	6.2%
Level 1 Services (Resource)					
Autism	\$5,403	\$5,109	\$5,276	\$167	3.3%
Emotionally Disabled	\$6,831	\$6,171	\$6,789	\$618	10.0%
Hearing-Impaired	\$16,109	\$17,134	\$18,140	\$1,006	5.9%
Learning Disabled	\$4,169	\$4,358	\$5,015	\$657	15.1%
Mild Retardation	\$3,763	\$3,743	\$7,245	\$3,502	93.6%
Physically Disabled	\$9,386	\$10,898	\$11,113	\$215	2.0%
Speech-Impaired	\$1,948	\$2,302	\$2,657	\$355	15.4%
Vision-Impaired	\$9,207	\$9,765	\$10,452	\$687	7.0%
Average Per-Service Cost, Level 1	\$3,523	\$3,884	\$4,407	\$523	13.5%
Level 2 Services (Self-contained)					
Autism	\$20,477	\$22,564	\$24,571	\$2,007	8.9%
Emotionally Disabled	\$21,616	\$25,248	\$27,581	\$2,333	9.2%
Hearing-Impaired	\$19,941	\$20,972	\$24,490	\$3,518	16.8%
Learning Disabled	\$12,813	\$13,759	\$14,631	\$872	6.3%
Mild Retardation	\$13,772	\$16,513	\$20,164	\$3,651	22.1%
Moderately Retarded/Severely Disabled	\$26,449	\$30,552	\$33,222	\$2,670	8.7%
Noncategorical	\$15,252	\$17,910	\$18,114	\$204	1.1%
Physically Disabled	\$30,338	\$36,417	\$37,380	\$963	2.6%
Average Per-Service Cost, Level 2	\$15,899	\$17,506	\$18,996	\$1,490	8.5%
Special Education Average Per-Service Cost	\$8,006	\$8,742	\$9,510	\$768	8.8%

Special Education Services

Special Education Services and Membership

In FY 2003 over 50,000 special education services will be provided to over 22,000 students, or an average of 2.3 services per student. The type and mode of special education services are determined by each student's Individual Education Plan (IEP). Staffing for the provision of these services is then based on the type of service (i.e., speech and language), the mode of service (Level 1, Level 2, preschool, or related) and the site. 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.

Special education services are classified in four different modes. The distribution of services in each mode is shown in the pie chart at the right.

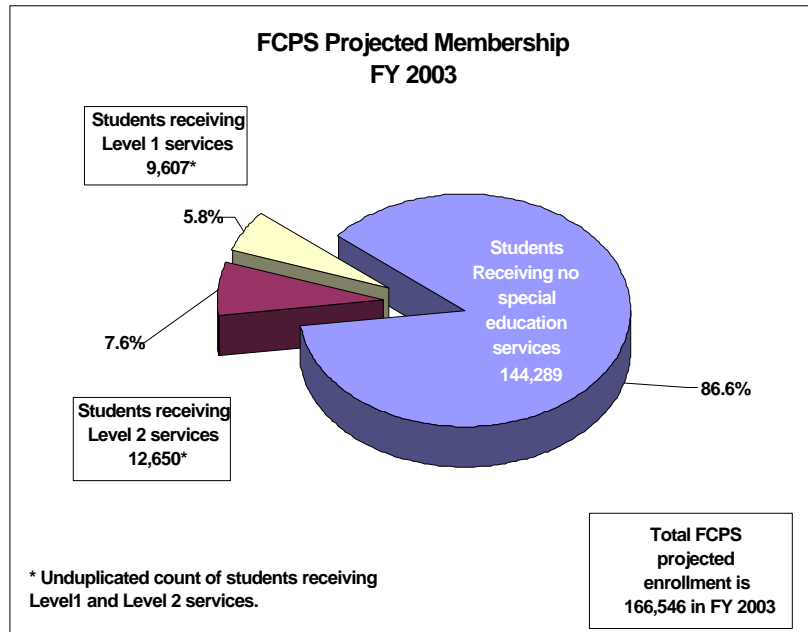


- Level 1 services are those provided to students in primary or secondary disability service areas for less than 50 percent of the school day. These services may be provided to students in a general education classroom setting or in a Level 2 classroom. If a student receives only Level 1 services, he 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 more than 50 percent of the school day. These services may be provided in school classrooms and centers. Students receiving Level 2 services are reported, for FCPS membership purposes, as special education students.
- Preschool services are provided to students under the age of five. Preschool services may be provided either in a classroom setting or in the child's home. Preschool students are reported, for FCPS membership purposes, as special education students.
- Related services may also be provided. These are categorized as therapy services, integrated technology services, adaptive physical education 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 13.4 percent of the total FCPS membership in FY 2003, as shown in the next chart on the following page. Students receiving Level 1 services make up 5.8 percent of the FY 2003 total, while students receiving Level 2 services make up 7.6 percent of the total membership.

Special Education Services

Special education services are provided in the areas of adaptive physical education, autism, communication disorders, emotional disabilities, hearing impaired, instructional (assistive) technology, learning disabilities, mild retardation, moderate retardation, non-categorical elementary, physical disabilities, preschool, severe disabilities, therapy services, visual impairment, and career and transition services. FCPS will provide a total of 50,228 services to FCPS students in FY 2003.



Each service has specific state-mandated staffing ratios. The Commonwealth of Virginia mandates that *each* special education classroom be staffed according to the ratio for *each* service area. In FCPS, staffing is done at 971 discrete sites for Level 2 services and Level 1.

For example, a school that provides learning disability Level 1 and Level 2, emotional disability Level 1 and Level 2, physical disability, and mild retardation services counts as six sites, since each service area and mode must be staffed at the level mandated by the state. The staffing calculations for a hypothetical elementary school serving students in these six areas is shown in the chart to the right. The chart shows that although the staffing ratios range from 1 teacher for 8.5 students to 1 teacher for 24 students, the average is 1 teacher for each 8.5 students, due to the distribution of students by service area. The state staffing ratios are treated as caps, so if a class

Service Area	Ratio	Students	Teachers
ED Elementary Level 1	1 Teacher : 24 Students	14	1.0
ED Elementary Level 2	1 Teacher : 10 Students	12	2.0
LD Elementary Level 1	1 Teacher : 15 Students	14	1.0
LD Elementary Level 2	1 Teacher : 15 Students	16	2.0
Mild Retardation Level 2	1 Teacher : 10 Students	16	2.0
Physical Disability Level 2	1 Teacher : 8.5 Students	13	2.0
Totals		85	10.0

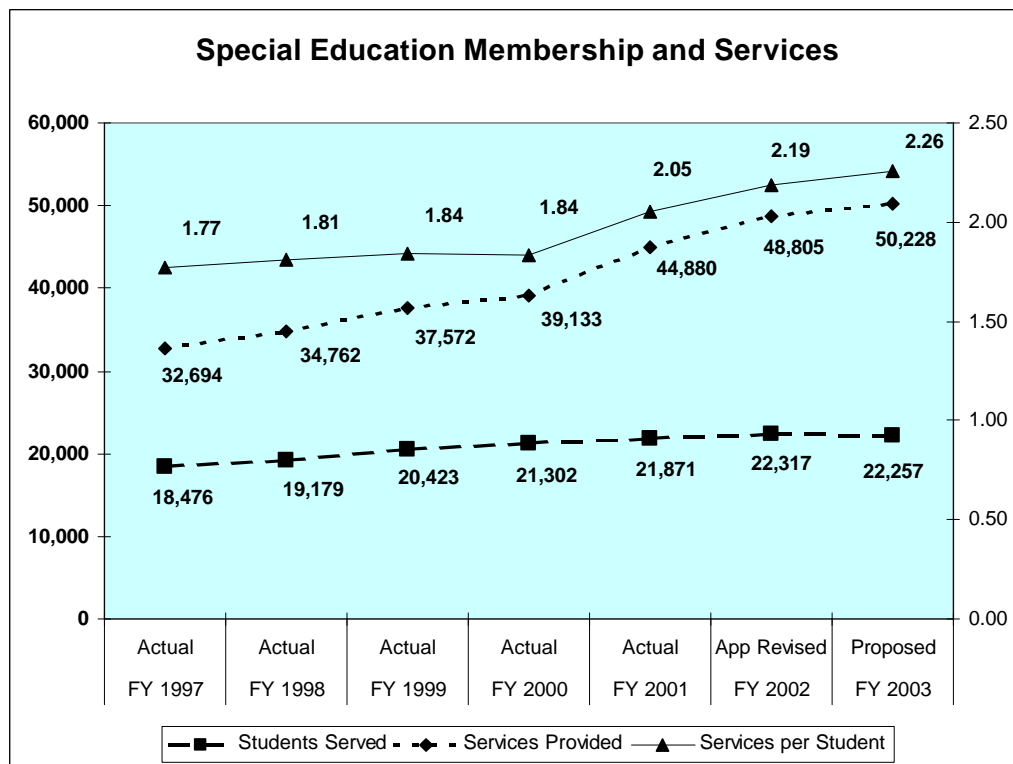
is one student over the ratio, an additional teacher must be added. This requirement holds whether the additional student is added in September or May.

Special Education Services

Because of the difficulty of 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. This growth occurs for several reasons:

- Students from outside FCPS move into the area and are found eligible for special education services
- FCPS students, at their annual IEP meeting, are found to need a different combination of services or additional services
- FCPS students, at their annual IEP meeting, move from Level 1 to Level 2 status, or vice versa.

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. Since 1997, the average number of services for each special education student has increased by approximately 28 percent. As the chart illustrates, this trend is expected to continue.



Special Education Services

SPECIAL EDUCATION SERVICES						
	FY 2001 Actual	FY 2002 Revised	FY 2003 Proposed	Change From FY 2002 Revised		Average Growth Rate 1998-2003
				Amount	Percent	
Level 1 Services Provided by Program:¹						
Autistic	428	408	412	4	1.0%	16.38%
Emotionally Disabled	1,767	1,802	1,872	70	3.9%	15.65%
Hearing-Impaired	332	295	299	4	1.4%	5.57%
Learning Disabled	7,499	7,778	8,161	383	4.9%	6.04%
Mild Retardation	112	61	33	(28)	-45.9%	-9.38%
Noncategorical	34	18	13	(5)	-27.8%	-2.44%
Physically Disabled	570	570	605	35	6.1%	3.89%
Speech and Language Impaired	10,725	11,065	11,084	19	0.2%	3.14%
Vision-Impaired	213	221	223	2	0.9%	3.25%
SUBTOTAL LEVEL 1 SERVICES	21,680	22,218	22,702	484	2.2%	5.16%
Students Receiving Level 2 Services by Program:²						
School-Based Services						
Autistic	368	515	542	27	5.2%	18.39%
Emotionally Disabled	275	424	476	52	12.3%	33.32%
Hearing-Impaired	51	92	153	61	66.3%	16.60%
Learning Disabled	5,691	6,220	6,434	214	3.4%	6.29%
Mild Retardation	582	734	673	(61)	-8.3%	0.64%
Moderately Retarded/Severely Disabled	302	320	333	13	4.1%	3.02%
Noncategorical	337	497	590	93	18.7%	16.84%
Physically Disabled	89	105	160	55	52.4%	17.64%
Vision-Impaired	9	14	15	1	7.1%	30.26%
Subtotal School-Based Services	7,704	8,921	9,376	455	5.1%	7.79%
Center-Based Services						
Autistic	2	8	3	(5)	-62.5%	0.00%
Emotionally Disabled	900	1,007	1,033	26	2.6%	0.73%
Hearing-Impaired	103	110	56	(54)	-49.1%	-11.30%
Learning Disabled	4	12	0	(12)	-100.0%	-100.00%
Mild Retardation	64	43	45	2	4.7%	1.88%
Moderately Retarded/Severely Disabled	191	194	195	1	0.5%	0.95%
Physically Disabled	48	39	5	(34)	-87.2%	-44.27%
Subtotal Center-Based Services	1,312	1,413	1,337	(76)	-5.4%	-1.34%
Preschool Services						
School-Based	726	936	1,010	74	7.9%	5.25%
Center-Based	25	40	25	(15)	-37.5%	-9.42%
Home Resource	677	852	902	50	5.9%	6.90%
Subtotal Preschool Services	1,428	1,828	1,937	109	6.0%	5.69%
SUBTOTAL LEVEL 2 MEMBERSHIP³	10,444	12,162	12,650	488	4.0%	6.25%
Related Services						
Adaptive Physical Education	480	560	601	41	7.3%	12.13%
Career and Transition Services ⁴	8,201	9,198	9,225	27	0.3%	18.07%
Instructional Technology	1,652	1,667	1,950	283	17.0%	16.04%
Therapy Services	2,423	3,000	3,100	100	3.3%	4.60%
SUBTOTAL RELATED SERVICES	12,756	14,425	14,876	451	3.1%	13.89%
TOTAL SPECIAL EDUCATION SERVICES	44,880	48,805	50,228	1,423	2.9%	7.64%
UNDUPLICATED MEMBERSHIP COUNT⁵	21,871	22,317	22,257	(60)	-0.3%	3.02%

1 Students with this designation receive special education services for less than 50 percent of their educational program. This also includes related services within their primary area of disability. Formerly called resource services.

2 Students with this designation receive special education services for 50 percent or more of their educational program. Formerly called self-contained services.

3 Excludes students placed in residential and non-residential programs.

4 Information on all services was not collected prior to FY 2001.

5 Total number of students receiving Level 1 and Level 2 special education services.

Graduation Requirements

New Graduation Requirements

For graduating classes from 2002 and beyond a standard diploma will be 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 the new 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.

GRADUATION REQUIREMENTS New Requirements Effective Class of 2002		
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 units	1 unit
Social Studies or Foreign Language Elective	1 units	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 units	1 unit
Electives	4 units	2 units
Total Required	23 credits	24 credits

FCPS graduates earn the advanced diploma at a far higher rate than Virginia graduates on the whole as seen in the following chart.

Over Two-Thirds of FCPS Students Received Advanced Diploma School Year 1999-2000			
	Type of Diploma		Total Diplomas
	Standard	Advanced	
Fairfax County	30%	68%	10,187
Falls Church City	31%	68%	142
Chesterfield County	39%	59%	3,249
Arlington County	42%	57%	1,004
Loudoun County	42%	57%	1,446
Prince William County	41%	56%	3,044
Alexandria City	73%	25%	538
State Total	44%	52%	67,458

Source: Virginia Department of Education

Graduation Requirements

About the Virginia Standards of Learning

The Virginia Board of Education has adopted new curricular requirements called the SOL. Included in the curricular 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 will be 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 will receive 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 will cease 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).

Schools are to issue annual reports to the community on their students' performance. These reports were issued for the first time during the 1998-1999 school year.

Based on spring 2000 scores, 112 of the 177 FCPS regular education school sites (63 percent) met the full accreditation requirements. This is up from 43 schools (24 percent) in 1999.